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ABSTRACT

The Groups for Psychological Education program presented in this Leader's Guide was designed to encourage the development of effective interpersonal skills and self-understanding of fourth, fifth, and sixth grade children through the use of small group sessions. The first three chapters of the guide describe the program and present some of the preliminary organizational activities necessary for its introduction in the classroom. The next three chapters present the content of the three major sequential seminars on which the program is based. The content of Seminar I, Communication Training, is organized into 10 group meeting plans, each of which includes a description of goals, developmental objectives, performance objectives, materials and resources needed, procedures, adaptations, and evaluation techniques. The content of each group meeting plan is presented in detail. A similar organization is used for Seminar II, Understanding Behavior, and for Seminar III, Changing Behavior. The appendices to the guide describe the organizational framework of the program and present the goals and objectives of the seminars for each of three levels of mastery. The bibliography includes a list of references and a list of commercial materials used in the program. (BD)

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PSYCHOLOGICAL EDUCATION

GROUP METHODS GUIDE

Developmental Level 4-6

Comprehensive Career Guidance Projects
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June, 1977

GEORGIA CAREER GUIDANCE PROJECT
ELEMENTARY SCHOOL

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PSYCHOLOGICAL EDUCATION
GROUP METHODS GUIDE

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INTRODUCTION

Purpose: The purpose of the Groups for Psychological Education is to give each individual an opportunity to become an involved member of society through the development of effective interpersonal skills and self understanding. This can be accomplished by making available selected principles of psychology to children for their personal use.

Content: The program of Groups for Psychological Education presented in this Leader's Guide is organized into three major Seminars. The Seminars are both sequential and heirarchical in nature. That is, Seminar I is basic to Seminars II and III; Seminar II is basic to Seminar III. The skills that are developed through participation in Seminar I are built upon or are developed to a more advanced level in Seminar II; new material is also presented in Seminar II. The Seminars must be experienced and mastered in the given sequence:

Seminar I : Communication

Seminar II : Understanding Behavior

Seminar III : Changing Behavior

Leader's Guide: The Groups for Psychological Education Leader's Guide contains specific instructions for the teaching of each performance objective under the Application level of the goals and objectives stated in Appendix II of the Guide.

SCREENING

The purpose of the Groups for Psychological Education (G.P.E.) has been stated in the Introduction to this Leader's Guide. For this purpose to be realized, certain necessary precautions need to be taken in the selection of children to be included in G.P.E. Ideally, all children might be included in G.P.E.; in practice, most children can be included in the groups.

Prerequisites for Group Membership

In keeping with the spirit of psychological education, the most obvious prerequisite for a child to be included in a group would be the child's desire to be a group member. A brief sample procedure for introducing groups to children and for letting them know what to expect in the groups is included in this Guide. It consists of two short classroom presentations.

The second prerequisite for a child's membership in a group would be his/her physical ability to stay seated and interact in a group at a minimal level. A brief checklist of behaviors is included for use in helping to determine a child's ability to do this.

The final prerequisite for a child's membership in a group would be his/her mental capacity to learn the materials presented in the Seminars, especially Seminars II and III. It is suggested that children with below average intelligence, i.e. those generally included in special education classes, be excluded from groups. Since the skills to be

learned are basic to cultural competence the special education teacher or school counselor might want to form a special group of these children. As communication skills from Seminar I are mastered, it might be possible to include these children in beginning groups of faster learning children.

Introducing Groups to Children

This procedure is designed to be followed for all children early in the school year. It might be repeated during the second half of the school term or at the beginning of the third quarter.

Most children have not been exposed to working in groups that are not academically task oriented. They may not immediately understand either the role of the group in their school experience nor the role of the school counselor if that is the person who will lead the group. It is suggested that the counselor become acquainted with the children. If the classroom teacher is to lead the group, his/her role can be dealt with at a later time.

Soon after the beginning of the school term, the counselor (or other potential group leader) should make two appointments with each class of children to be exposed to G.P.E. An uninterrupted period of no less than 30 minutes will be needed for an Introduction to Groups. It is strongly suggested that the school counselor have visited each classroom for a brief introduction of him/herself and the function of the counselor in the school prior to this session. An uninterrupted session of 15 minutes will be needed in the second session.

First Session

Time: 30 minutes

Setting: Classroom with all students present.

Materials: 1) Board, chalk, eraser

2) name tags for children large enough to be seen by the counselor from the front of the room

3) large poster with sample letter on it (see sample letter at the end of this section)

4) two IALAC signs or the IALAC filmstrip and filmstrip projector (see Argus)

Procedure: 1. The counselor introduces him/herself, puts on a name tag and very briefly reviews or reminds the students of his/her previous visit to the classroom. (This is assuming he/she has previously visited the classroom to introduce him/herself and the role of the counselor.) The counselor asks the children to each attach his/her name tag so names can be used.

2. The counselor briefly tells the children that some groups are to be started soon in which children will learn how to get along better with people, learn why people act as they do, and learn how to help others change and help themselves change. The groups will be small, five to seven children, will meet twice a week and will contain only people who want to be in them.

3. Explain that in order to help them understand some of the need for learning how to get along, why people act

as they do and how to help themselves and others change, you are going to tell a story of a day in the life of a boy named Randy.

4. Tell the IALAC story, ripping the sign and being as interesting as possible.

> Leader: The Argus Filmstrip may be used: Simon, S. I AM LOVEABLE AND CAPABLE.

At the conclusion of the story, ask the children to tell you some ways Randy could have gotten along better, why people acted toward him as they did, and what could be done to change either him or others. Keep this brief and fast moving.

Tell the children you would like for them to think of ways they would like to get along better with people, why people act the way they do, and how they might want to change or help others to change. At this point do not ask them to verbalize but just to think about these things.

Introduce the letter (from the poster) and tell the children you will be back tomorrow to pass out letters and answer questions about the groups. Preserve the name tags for use the next day.

Session Two

Time: 15 minutes

Setting: Regular classroom, all students present.

Materials: 1) large poster with sample letter to the leader on it

2) mimeographed letter forms for each child

3) pencil for each child

4) name tags from the first session

Procedure: 1. Have students attach their name tags; wear yours.

2. Briefly review the three target areas of the groups, communication, reasons for behavior, and changing behavior. Answer questions the children might have.

3. Review the letter form on the poster. Tell the children they will receive a letter form in a moment. But, you want to be certain that they understand that whatever they write on the letter to you is just between the two of you and perhaps the teacher. No one else will be allowed to see the letters without their permission. (Specify anyone who might see them).

4. Pass out the letters. Everyone should fill out a form. It is suggested that the counselor move about among the children as they write in order to answer any questions privately.

5. Collect the letters and thank the class and teacher for their time.

Assessing Competence for Group Membership

After you have made the class presentations and have some information on the children's desires to be in a group, you will know the population you have to work with. There are some options on the next step.

Behavioral Competence

In addressing the problem of behavioral competence for being in a group, you may have the teacher fill out a Physical Behavior Scale on each child or on only those children who have difficulty in behavioral control. The advantage of having the teacher fill out one on each student is the isolation of specific behaviors even competent children may need to practice. A decision as to those children who want to be in a group but who are not competent in physical skills to enable them to profit from G.P.E. must now be made; hopefully those children will receive direct behavior intervention training to allow them to be included in G.P.E. at a later time.

Mental Competence

Children have now been excluded on the basis of desire to be in a group and inability to profit from it due to physical behavior. At this time the mental ability of the remaining children needs to be checked. It is recommended that children who are included in special education classes (the educationally mentally retarded) not be included in beginning groups with normal children. After they have mastered the communication skills of Seminar I, it might be desirable to include them in beginning groups with normals. The evidence of functioning of the retarded children would be enhancing for both retarded and normals.

Group Meetings

Groups of five or six may now be formed and scheduled for two meetings per week to last for from 30 to 40 minutes. Teachers should be included in the

scheduling plans in order to avoid their having to reteach children who are out or planning things to interfere with the group meetings. Meetings may be held in any room where the children have privacy with the leader and where they may sit in a circle, either on the floor, in a chair, or around a table.

Physical Behavior Scale

Groups for Psychological Education

This scale is to be completed by the classroom teacher of the student.

Student's Name_____ Teacher_____

The purpose of the Scale is to help a Psychological Education Group leader determine the appropriateness of such a group experience for each student. It is felt that inappropriate physical behavior might best be dealt with specifically to modify that behavior before a student is placed in a G.P.E.

This child is able to:	Frequency of Behavior 50% or less	90%
1. Stay seated for 30 minutes when he/she is busy.	_____	_____
2. Speak loudly enough for others to hear him/her in a small group.	_____	_____
3. Keep from distracting others through physical contact during a discussion or seated activity.	_____	_____
4. Refrain from expressing anger through physical abuse of others or of property.	_____	_____
5. Refrain from tapping, clapping, drumming, snapping, stomping, etc. during a 30 minute period of activity or discussion.	_____	_____
6. Move about as is required by a structured activity.	_____	_____
7. Engage in an active, unstructured activity with appropriate control.	_____	_____
8. Make use of free time in physically appropriate ways.	_____	_____

Directions: Read each item. Think of the child's characteristic behavior, not just a single incident. If the child is able to perform the behavior consistently, i.e. about 90% of the time, place a check under 90% for that item. That indicates no problem. If the child performs the behavior inconsistently, i.e. 50% of the time or less, check 50% on that item. That indicates a problem.

"I Am Lovable And Capable"

Dear (Leader's name)

Some things I like to do are:

_____

_____

Some things I worry about are:

_____

_____

I'd like to
be in a Group

Yes ☐ No ☐

Sincerely yours,

_____

Background Suggestions for Group Leaders

For potential leaders of G.P.E. who have no background in leading children's groups, the following reference is recommended:

> Focus on Self-Development:
> Stage three: Involvement
> Appendix A: Group Techniques
> for Classroom Teachers page 167.

Background for Seminar I could include the following:

Gazda, G.M. Human Relations Development

Gordon, T. P.E.T. (Parent Effectiveness Training).

Ivey, A.E. and Gluckstern, N.B. Basic Attending Skills: Leader Manual

Ivey, A.E. and Gluckstern, N.B. Basic Attending Skills: Participant Manual

Ivey, A.E. and Gluckstern, N.B. Basic Influencing Skills: Leader Manual

Ivey, A.E. and Gluckstern, N.B. Basic Influencing Skills: Participant Manual

Background for Seminar II could include the following:

Dinkmeyer, D. & McKay, G. Systematic Training for Effective Parenting, Parents Handbook.

Dreikurs, R., Greenwald, B.B. & Pepper, F.C. Maintaining Sanity in the Classroom.

Background for Seminar III could include:

Dardig, J.C. & Howard, W.L. Sign Here: A contracting book for children and their parents.

SEMINAR I

COMMUNICATION TRAINING

Group Meeting Plans

Ten Meetings

Getting Acquainted

Seminar I COMMUNICATION TRAINING — Group Meeting 1

Goal: A. Individuals will develop basic cultural skills necessary to effective communication.

Developmental Objective: A.1.3. Individuals will demonstrate appropriate physical behavior necessary to effective communication in a group.

Performance Objective:
a. Individuals are able to use appropriate voice level in a variety of group situations.
b. Individuals are able to use appropriate speech rate in a variety of group situations.
c. Individuals are able to use appropriate physical posture necessary for effective communication in a group.

Materials and Resources:
1) tape recorder
2) individual contracts written for children to sign (see the sample following this plan)
3) the UNGAME
4) name tags are optional

Procedure:
1. Be sure everyone knows everyone else; use name tags if some children are strangers. Be sure everyone knows your name.
2. Explain that the meeting will be tape recorded today in order to find out if everyone is meeting one of the goals to be discussed later. It might be well to assign one child (volunteer) to be in charge of the recorder.
3. Explain the individual contracts and have each child read his/her's aloud and sign it in the presence of the group. You sign your part of it.
4. Ask the children what will be important for them in the group in the areas of speaking and acting. Try to elicit ideas about the things that are important for a person to do in order for others to understand what he/she is saying, i.e. appropriate voice level and speech rate. Also, be certain physical posture is discussed. The leader may effectively act as a model to show appropriate physical posture for effective communication in a group.

5. Explain that the playing of the UNGAME is to give us an activity to do so we can practice: a) voice level b) speech rate c) physical posture d) helping one another e) and getting acquainted.
6. Play the game with the group. This allows you to become less of an authority and more of a model. If the leader goes first it will save time in explaining the game. Agree on the number of turns each person will have before you start. Base this judgement on the time left.
7. Rewind the tape and allow the children to listen to their own voice levels and speech rates. Briefly discuss.

Adaptations: For slower or younger students, it might be well to break this initial meeting into two.

Evaluations: Evaluation of this session is built into the activities; however, the leader may feel that one or more children need to be seen individually for instruction in basic physical skills or should be excluded altogether until they can complete a specific behavior change sequence to better prepare them for small group interaction. It is sincerely hoped that exclusion of children at this point will not be necessary; screening should have identified those children.

Group Contract

Directions for using this contract:

1. Prepare the contracts in advance by typing or printing in the name of the student and the leader in the text of the contract.

2. The idea of this group contract should have been discussed with the children individually or in small groups, not necessarily the groups to be formed, before the children are presented with them.

3. Each child should read his/her contract aloud in the first G.P.E. session and sign it on the line above "Student" while the group watches. The leader should then read the leader's agreement and sign on the line above "Leader."

4. Keep the contracts and review them periodically.

I, _____, agree to attend group meetings, to take part in the activities, to help others practice the things we are learning, and to make changes in myself that will make me a more effective person.

I understand that what is said in this group is private and is not to be talked about outside of here. If I want to talk about something that happens here, I need to get permission from the group. My permission is necessary for the leader to talk about what I say here to my parents or to my teacher.

I, _____, agree to attend group meetings, to provide activities to help group members practice the things we are learning, and to give individual help to people who need or want it. I will keep these meetings private and will get the permission of a group member or of the group as a whole before discussing what happens here with a parent or teacher.

_____
Student

_____
Leader

Leader: Be sure to explain words such as effective, private, permission and any others that the members do not understand.

Getting Going

Seminar I COMMUNICATION TRAINING — Group Meeting 2

Goal: A. Individuals will develop basic cultural skills necessary to effective communication.

Developmental Objective: Review A.1.3. a,b,c. (See Group Meeting 1)
A.2.3. Individuals will demonstrate ways of attending and responding in a group situation.

Performance Objective:
a. Individuals are able to use eye contact when speaking to someone and when being spoken to in group interactions.
b. Individuals are able to use attending postures while listening during group interactions.
c. Individuals are able to use appropriate responses during group interactions.

Materials and Resources:
1) tape recorder
2) evaluation sheets
3) puppets (from DUSO kit, other sources or stick puppets)

Procedure:
1. Review: Have the students discuss the three objectives they worked on last meeting: voice level, speech rate, and physical posture for effective communication.
2. Have each child play the part of one puppet after you tell them (or have another child read aloud) the story of Snowdrift and the Six Dwarfs.
3. Present the three new objectives for today: eye contact, attending postures, appropriate responses. Discuss these briefly and have the children demonstrate to be sure they understand.
4. In order to practice the skills in today's objectives, each child is to try to think of what animal every other child reminds him of NOT by appearance but by behavior. Emphasize that group members are to practice the skills of eye contact when speaking to someone or when being spoken to, to show they are listening by leaning toward the person who is speaking, and by responding to a person's message in a way that is useful, helpful, or courteous.

Assign each child to observe one other child. Tell them they will be asked to rate the person they observe on the attending and responding skills. Each child is to tell someone "If you were an animal I think you would be a _____ because, _____." Tape record this section of the meeting. You may have time to go around only once but be certain every child gets responded to (told what animal someone thinks he/she might be) at least once.

5. Before playing the tape of the animal exercise, pass out the evaluation sheets, two for everyone. Let each person evaluate him/herself on the skills. Replay the tape of the animals. Have the children rate selves and the other person they were assigned to watch. Discuss. Responding will be obvious from the tape; the physical skills will not be so obvious.
6. Assign each child to observe another child until the next session in the classroom, on the playground, anywhere (bathroom, gym, etc.) on the behaviors of voice level, speed, and physical appropriateness. Tell them they will give the person they observed (watched) a grade at the next session.

Adaptations: Omit section 6 for children at a younger age or a slower paced group.

Evaluations: The evaluation for the performance objectives in this session are built in. Further subjective evaluation by the group leader may be conducted with antecdotal notes, if desired.

Seminar I

Group Meeting 2

EVALUATION OF ATTENDING AND RESPONDING SKILLS

_____ is able to:
Child's Name

	Yes	No
1. Look another person in the eye when that person is speaking to him/her.	___	___
2. Look at the person to whom he/she is speaking.	___	___
3. Show that he/she is paying attention to the group member who is speaking by sitting forward.	___	___
4. Show that he/she is paying attention to the group member who is speaking by turning toward that person.	___	___
5. Comment on a topic being discussed in a group.	___	___
6. Ask a question that has to do with the group topic.	___	___
7. Laugh, show concern, nod or otherwise give the correct non-talking response to group discussion.	___	___

_____
Rater

Seminar I

Group Meeting 2

SNOWDRIFT AND THE SIX DWARFS

A Play on Words and Actions

Characters

Snowdrift: a person who can be understood by everyone because she speaks and acts as though she cares for those she is with. She understands what everyone says.

Speedy: a dwarf who speaks so fast no one but Snowdrift can understand it.

Pokey: a dwarf who speaks so slowly and moves so slowly no one has time to pay attention to it.

Yappy: a dwarf who speaks so loudly and so often that no one can hear above it's noise.

Flappy: a dwarf who is so active it makes everyone uncomfortable by flapping its arms, standing on it head, walking on its hands and crawling under, over, and on things.

Softy: a dwarf who speaks so softly and is so shy it cannot be heard and is not paid attention to by others.

Giggly: a dwarf who laughs all of the time, when it speaks, when it eats, when it sleeps, and especially when anyone else speaks.

SNOWDRIFT AND THE SIX DWARFS

Setting: A teeny house in the woods. It has one large room downstairs and a large bedroom with six beds in it upstairs.

Scene I: Snowdrift, lost in the woods, stumbles into the little house dead tired from running through the woods. She runs upstairs in the empty house and stretches out across all six tiny beds. She falls asleep.

As evening arrives, the owners of the house, six little dwarfs come home:

Speedy: (speaking so fast no one can understand) Something is wrong here, I know that chair was not knocked over when we left this morning.

Pokey: (speaking so slowly no one can wait for it to finish) Something is wrong here, I know that chair was not knocked over when we left this morning.

Yappy: (speaking so loudly no one can listen; all cover their ears) Something is wrong here. I know that chair was not knocked over when we left this morning.

Flappy: (crawling over everything and under the turned over chair) Something is wrong here, I know that chair was not knocked over when we left this morning.

Softy: (whispering) Something is wrong here, I know that chair was not knocked over when we left this morning.

Giggly: (laughing) Tee Hee. Something tee hee is wrong tee hee here, I know tee hee that chair was not tee hee knocked over tee hee when we left tee hee here this morning tee hee.

All: Lets go upstairs and see what is going on.

The dwarfs all go upstairs.

Speedy: There's a woman up here and she is sleeping on all of our beds.

All: What?

Pokey: There's a woman up here and she is sleeping on all of our beds.

All: You are too pokey, hurry up, we can't wait for you to finish talking.

Yappy: (shouting) There's a woman up here and she is sleeping on all of our beds.

All: (uncovering their ears) What is going on?

Flappy: (walks up the steps on its hands.)

Softy: (whispering) There is a woman up here and she is sleeping on all of our beds.

All: Can't hear you!

Giggly: Tee Hee. There is a woman up here and she is sleeping on all of our beds. What should we do? Tee Hee?

All: We wish you would stop giggling so we could hear what you are saying.

Snowdrift: Waking with a start to see six dwarfs staring at her: Oh, you scared me. I am sorry if I bothered you by taking your beds. Let me cook your dinner to repay you for using your home.

Speedy: You, you want to cook for us?

Snowdrift: Yes, what do you like to eat?

All: She understood what it said!

Pokey: I like to eat hamburgers and french fries.

Snowdrift: I am the best hamburger cooker around.

All: She understood what it said! She waited for Pokey to speak.

Yappy: I'll get the charcoal and can we roast marshmallows too?

Snowdrift: Of course.

All: She didn't have to cover her ears to understand what Yappy said.

Flappy turns cartwheels, crawls under the bed and jumps up knocking into Snowdrift.

Snowdrift: Do you like hamburgers too? You look excited.

All: She cares about what silly Flappy wants.

Softy: I like hamburgers too.

Snowdrift: I am really glad you told me that.

All: She can hear what Softy says too!

Giggly: Laughing all the time; I, tee hee, want to turn tee hee the hamburgers tee hee and help.

Snowdrift: You sound like a good helper.

All: Giggly didn't laugh while Snowdrift was talking. She listened to what it had to say.

Everyone goes outside to get ready to cook the meal. There is a lot of noise and uproar but Snowdrift continues to understand what the dwarfs say.

Setting: Outside at a picnic table with everyone eating hamburgers.

Speedy: (speaking at a medium speed) Thanks for fixing our meal Snowdrift. I am really enjoying the hamburgers.

Snowdrift: You are welcome Speedy. And thank <u>you</u> for speaking more slowly. It is easier to understand you.

Speedy: I didn't really know I was hard to understand. I thought people just did not want to listen.

Pokey: (speaking at medium speed) The hamburgers are great! Thanks for fixing our meal Snowdrift.

Snowdrift: You are welcome Pokey. And thank <u>you</u> for speaking a little faster. It is easier to understand you.

Pokey: I didn't know I was hard to understand. I thought people just did not want to listen.

Yappy: (speaking in a medium tone of voice) I really like the hamburgers. Thanks for fixing our meal Snowdrift.

Snowdrift: You are welcome Yappy. And thank you for speaking more softly. It is much easier to understand you.

Yappy: I didn't know I was hard to understand. I thought people just did not want to listen.

Flappy: (sitting next to Snowdrift and quietly eating) Thank you for fixing these hamburgers Snowdrift. They are really, really good.

Snowdrift: You are welcome Flappy. And thank you for sitting here quietly. It is easier to eat and talk when you are not jumping around.

Flappy: I didn't know I bothered people by jumping around. I thought people didn't like me.

Softy: (speaking in a medium tone of voice) I am really enjoying the hamburgers Snowdrift. Thank you for fixing them.

Snowdrift: You are welcome, Softy. And thank you for speaking loudly enough for me to hear you better.

Softy: I didn't know I was hard to understand. I thought people just

didn't want to listen.

Giggly: (speaking in a straight serious manner) I think these hamburgers are super, Snowdrift. Thank you for fixing them for us.

Snowdrift: You are welcome Giggly. And thank you for not laughing while you or others are talking. It is much easier to understand you and everyone else.

Giggly: I didn't know I bothered people or made it hard to understand me when I giggled. I just like to have fun.

Snowdrift: Now it is my turn to thank all of you for letting me get to know you and like you all.

All: It is great to be able to talk to each other and to be understood and listened to.

END

Seminar I COMMUNICATION TRAINING — Group Meeting 3

Goal: A. Individuals will develop basic cultural skills necessary to effective communication.

Developmental Objective: Review A.2.3 a,b,c. (See Group Meeting 2)
A.3.3 Individuals are able to demonstrate responding and contributing during group interactions.

Performance Objective:
a. Individuals are able to respond appropriately in a variety of group situations.
b. Individuals contribute positively to group interactions in a variety of group situations.

Materials and Resources:
1) "Report card" for rating children on A.1.3. a,b,c by peers.
2) tape recorder
3) Focus III, Unit M, focus: Groups - "The Team" pp. 133-134.

Procedure:
1. Pass out the report cards and have each child rate the person he/she watched on the skills listed. Discuss and elicit remediation for anyone who needs it.
2. Discuss ways of responding in a variety of group situations. Discuss positive contributions in group interactions. Elicit both non-verbal and verbal means of responding and contributing. Assign partners to group members to focus on non-verbal attending and responding behaviors.
3. Present the story "The Team".
4. Use the discussion questions to allow students to practice attending-responding and responding-contributing skills.
5. Tape record this discussion; replay to allow students to rate themselves on the verbal skills orally (rather than on paper or an evaluation sheet).
6. Have partners report on the non-verbal behaviors of each other. It is important that the discussion be fair, honest, and open to comment by others. Emphasis should be on positive NOT negative attempts.
7. Each student is given the assignment of keeping a log (written record) of at least five appropriate responses

in five different group situations such as school, playground, church or club, store, motion picture theater, family group etc. and five contributions that he/she made in five different group situations. The log is due for review by the next group meeting although some students may have trouble meeting that deadline; extension could be built in at the time of the assignment.

Evaluations: Built-in.

Leader: If the Focus Kit III with the story is not available, try one of the following books and form a discussion from the content of it involving the a) content of the story b) the meaning of group c) the importance of the group to the members d) the characteristics of the group members e) problems in the group f) cause of the problems and g) solutions to the problems.

Corbett, Scott. The Baseball Bargain. Boston: Little, Brown, 1970. When Woody heard that Leo was organizing a team, he wanted very much to belong. To be on the team, however, Woody would have to steal a mitt from Stoneham's sporting goods shop.

Low, Alice. Kallie's Corner. New York: Pantheon, 1966. Jane goes to a private school; she is overprotected, carefully nurtured, and completely conventional. Her clique is hostile to Kallie, a new girl who lives in Greenwich Village with her archaeologist father.

Neville, Emily Cheney. The Seventeenth-Street Gang. New York: Harper & Row, 1966. Minnow is the one who affects the relationships within her group, and when a new boy moves into the neighborhood of the Seventeenth-Street gang it is she who makes it difficult for him. In the end, Minnow is forced to accept Hollis because of pressure from the group.

Seminar I

Group Meeting 3

Report Card

Grades: L means the person did it every time you watched him/her.

M means the person did it more than half the time you watched him/her.

N means the person did it less than half the time you watched him/her.

O means the person NEVER did it.

P means you did not have a chance to see or hear the person do it.

Student _____

	Grade
1. Used the right voice level, i.e. loudness, softness, high or low pitch for the group.	_____
2. Spoke fast enough to be interesting but slowly enough to be understood.	_____
3. Used a physical posture that helped him/her be effective in a group.	_____

Observer _____

Echoing

Seminar I COMMUNICATION TRAINING — Group Meeting 4

Goal: B. Individuals will develop active listening skills necessary to effective interpersonal interactions.

Developmental Objective: Review A.3.3 a,b. (See Group Meeting 3)
B.1.3. a.b. Individuals will demonstrate that they can listen to what another person is saying.

Performance Objective:
a. In a variety of situations, individuals are able to repeat the basic content of what another person is saying.
b. In a variety of situations, individuals are able to verbally indicate when a person has not correctly repeated the content of what another person says and what was incorrect in the repetition.

Materials and Resources:
1) letter to the teacher
2) letter to the parent
3) student tags
4) Funtastic Book

Procedure:
1. Review the skills of verbal and non-verbal responding and contributing.
2. Review the logs of the students who have finished them; encourage the group members to support the student responding, especially if any of them observed the student carrying out the behavior he/she is describing in the log.
3. Introduce the Echo Game (Funtastic Book, page 46.)

Directions: Have the students sit in a circle. Start a discussion (or ask a volunteer to start a discussion) of some current event of importance to the students, i.e. local sports happening, school field trip, special event, party, project, etc. After the discussion is underway, interrupt it and tell the group that from then on, before anyone says anything, he/she must first REPEAT WHAT THE PREVIOUS SPEAKER SAID to that person's

satisfaction. Resume the discussion. The person whose message is being repeated is free to correct the Echo. When everyone has had at least one turn, breifly discuss the effect of the Echo rule on each person.

4. Explain that the students are to practice listening and repeating in other places now. Teachers and parents are being advised that the children may repeat what they say as a way of practicing their listening skills and are to be encouraged; the children are not mocking. Give each student a letter to take home; give a volunteer the letter for the teacher. Be sure the students know and understand the contents of the letter.
5. Remind the students who have not brought in their logs that they are due at the next group meeting for discussion.

Evaluations: Built-in.

Supplementary Classroom Activities

Focus III, Unit J, Communication, pp. 105-116 Guide.

Seminar I Group Meeting 4

Letter to the Parent

Dear Parent,

Your child is participating in a small group learning experience at school. One of the social skills he/she is developing this week is "active listening." One way to practice active listening, the process of understanding what a speaker is feeling and putting it into ones' own words, is to repeat in the same or similar words, that a person says. Your child may be doing that during your discussions, conversations, and interaction this week. I ask that you help your child to improve his/her listening and active listening skills. We are not encouraging mocking but want to help students be aware of what another person is feeling.

Your cooperation will be appreciated; if you have any questions, please call me.

Sincerely yours,

phone _____

Group Leader

Seminar I

Group Meeting 4

Letter to the Teacher

Dear Teacher,

The small group experiences in which your students are participating include the practicing of "active listening" for the next few weeks. Active listening is the process of understanding what a speaker is feeling and putting it into one's own words.

It would be helpful to the learning of your students if you would do the following in the course of your daily dealings with your students:

1. accept a student's repeating what you or someone else says within the limits of your classroom structure; let the students know what these limits are.

2. recognize when a student is practicing "active listening" and give public, positive encouragement to him/her.

3. practice active listening yourself as a model to your students.

If you are concerned about distinguishing active listening from mocking, the tone of voice and the motive of the student should provide adequate guidelines for you. The motive of someone doing active listening is understanding of the speaker's feelings.

Thank you for your cooperation and please contact me if you have any questions.

Sincerely yours,

Group Leader

How Are You Feeling?

Seminar I COMMUNICATION TRAINING — Group Meeting 5

Goal: B. Individuals will develop active listening skills necessary to effective interpersonal interactions.

Developmental Objective: Review B.1.3. a,b. (See Group Meeting 4)
B.2.3 Individuals will demonstrate that they can listen for a speaker's feelings.

Performance Objective:
a. For a variety of situations, individuals are able to indicate
   1) whether a speaker is expressing feelings of being happy or being upset and
   2) the reasons for their decisions.
b. For a variety of situations, individuals are able to indicate
   1) whether a speaker is expressing feelings of happiness, sadness, anger, or fear and
   2) the reasons for their decisions.
c. Individuals are able to present a variety of words that describe the feeling a speaker may be expressing.

Materials and Resources:
1) Making Sense of Our Lives
2) S102 How Are You Feeling?
3) S160 Feeling Display
4) S133 Feeling Words
5) one Pain-pleasure Sheet for each member
6) one Feeling Words Sheet for each member
7) one How Are You Feeling and How is He/She Feeling Sheet for each member's homework.

Procedure:
1. Finish the logs of the students who have not yet reported on them. Encourage the students to share only what they care to share; encourage the group members to respond to the student who is reporting especially if any of them observed the student carrying out the behavior he/she is describing from the log. Model such behavior yourself.
2. Tell the students that you will periodically stop them during today's meeting to ask someone to repeat what the person assigned to him/her said. Assign one person to

be especially attended to by another person. This could be done by having names drawn from a hat. The person whose name is drawn is to be attended to (listened to carefully enough for the message to be repeated) by the person who drew the name. Leader should draw a name too for modeling purposes.

3. Use the mimeographed sheet for Feelings Words to promote a discussion of feelings words. Don't forget to have the students Echo.
4. Working in pairs, have students read the pain-pleasure statements to each other; when the pairs have finished, have them role-play some of the statements. Be certain the pain-pleasure dimension is discussed as well as attaching a feeling word to each role-play.
5. Homework: Complete S102, How Are You Feeling? (Argus) Also complete How is He or She Feeling? (Included at the end of this plan.) Since these assignments will be a major part of the next session, be sure to remind students to complete them and bring them. Students may want to help remind each other.

Adaptations: For younger or slower students, the work sheets may need to be completed during a group session. Activity could be stopped at ten minute intervals to allow group members to report on current feelings.

Evaluations: Built into the session through oral reporting and echoing and role-playing.

Supplementary Classroom Activities

The Funtastic Book, page 41
"Feeling-O".

HOW IS HE/SHE FEELING?

Are you usually aware of how another person is feeling?

Choose a person to be especially aware of for the next few hours, someone you will be with during that time.

1. Every 15 or 30 minutes for the next few hours, stop what you are doing and write down what feeling you think your person is having. Your list might look like this:

   1:00 -- rushed because Judy had to be at the dentist in ten minutes.

   1:30 -- frustrated because we had to wait in the dentist's office after rushing.

   2:00 -- worried because Judy had some fillings put in her teeth.

   etc.

Time:

_____

Time:

_____

Time:

_____

Time:

_____

Time:

_____

Time:

_____

Seminar I

Group Meeting 5

PAIN-PLEASURE SHEET

Working with a partner, read the following sentences, decide whether you are hearing pain or pleasure. Once you have determined the category, select a word that describes the pain or pleasure you hear. Following is a list of words that may help you with your selection:

Pleasure	Pain
happy	left out
joyous	overpowered
strong	angry
peaceful	fearful
excited	unhappy
gay	jealous
able	bored
in charge of self	helpless
independent	bitter
powerful	hostile
hopeful	rejected
heard	embarrassed
understood	neglected

1. O boy, this was the best weekend ever!

_____ pain _____ pleasure _____ feeling word

2. When we play ball I never get to bat.

_____ pain _____ pleasure _____ feeling word

3. Why do we have to do everything that parents say?

_____ pain _____ pleasure _____ feeling word

4. I hate you!

_____ pain _____ pleasure _____ feeling word

5. Girls get the best of everything.

pain	pleasure	feeling word

6. Riding the roller coaster was a blast!

pain	pleasure	feeling word

Act out the statements with your partner. Take turns being the speaker and the listener. Be ready to act out one or two for the group.

Adapted from Randolph, Howe, and Achterrman, Self-Enhancing Education.

Hidden Messages

Seminar I COMMUNICATION TRAINING — Group Meeting 6

Goal: B. Individuals will develop active listening skills necessary to effective interpersonal interactions.

Developmental Objective: Review B.2.3 a,b,c. (See Group Meeting 5)
B.3.3. Individuals will demonstrate that they can recognize hidden messages in a speaker's communication.

Performace Objective:
a. In a variety of situations, individuals are able to indicate when a speaker is sending hidden messages.
b. In a variety of situations, individuals are able to state the hidden message a speaker is sending.

Materials and Resources:
1) homework sheets How Are You Feeling? and How is He/She Feeling? from Group Meeting 5.
2) Hidden Message examples
3) Hidden Message cards
4) UNGAME

Procedure:
1. Discuss the feeling words that were used in the last meeting.
2. Use the homework assignment How Are You Feeling? to start a discussion of what it means to be alert to your own feelings. Group leader may model by sharing his/her homework assignment.
3. During the discussion continue to have assigned partners echo now and then for further practice in the skill of active listening.
4. Discuss the homework assignment How is He/She Feeling? Again, leader may model; encourage echoing when you ask for it.
5. Talk about hidden messages in the conversations between people. Use the list of hidden messages included at the end of this lesson to provide examples of the hidden messages people can send and what they mean.

6. Using the "Hidden Message" cards, play the UNGAME following the usual directions. The group leader should play both for being alert to members who are having difficulty and for modeling.
7. Homework: Each student is to bring to the next group meeting two examples of hidden messages; stress that the children should remember the situation, (where, who, what, etc.) in which the message was given.

Adaptations: For slower or younger students, the cards may have to be read aloud.

Evaluations: Built into discussion and game.

Examples of Hidden Messages

Example	Hidden Meaning
Mother returning home from shopping: "I hope you two had a good time today at my expense."	I suffer when you have fun.
Father dislikes the sight and smell of his daughter's dirty feet: "Don't you ever wash your feet like a human being?"	You are not worthy to be human.
Is that all you have done?	I think you should have done more.
Only kids who are my friends can join this club	You are not my friend; you are not good enough to be my friend.
My dad earns more money than your dad.	My dad is better than your dad; earning more money makes a person more valuable.

Hidden Messages Game

Directions: Play the Hidden Messages Game on the UNGAME board following the general directions for playing the UNGAME. Place the Hidden Messages slips cut from the page below on the UNGAME board. When a player lands on a space for drawing a card, he/she draws a Hidden Message slip, reads the Hidden Message aloud and tells what the hidden meaning is. No one may speak until the player is finished. Other hidden meanings may be discussed then.

HIDDEN MESSAGE

Mother returning home from shopping: "I hope you two had a good time at my expense."

HIDDEN MESSAGE

Father dislikes the sight and smell of his daughter's dirty feet: "Don't you ever wash your feet like a human being?"

HIDDEN MESSAGE

Is that all you have done?

HIDDEN MESSAGE

Only kids who are my friends can join this club.

HIDDEN MESSAGE

My dad earns more money than your dad.

HIDDEN MESSAGE

You only got a "C" on that test!

HIDDEN MESSAGE

I really hope you enjoyed eating the cake I was saving for my dessert.

HIDDEN MESSAGE

Your pink and purple beads really go well with your red hair.

HIDDEN MESSAGE

You must really like to eat.

HIDDEN MESSAGE

She is always reading something deep like "Jack and the Beanstalk" or "Mother Goose".

HIDDEN MESSAGE

The dog eats neater than you do.

HIDDEN MESSAGE

To a person who fell down: "Don't worry, you'll learn how to walk some day."

HIDDEN MESSAGE

Make up your own.

HIDDEN MESSAGE

Make up your own.

A Can of Feeling Makers

Seminar I COMMUNICATION TRAINING — Group Meeting 7

Goal: C. Individuals will develop skills in effective verbal expression.

Developmental Objective: Review B.3.3 a,b. (See Group Meeting 6)
C.1.3. a.b.c. Individuals will be able to demonstrate appropriate self-disclosing techniques in interpersonal interactions.

Performance Objective:
a. Individuals are able to identify their own immediate feelings.
b. Individuals are able to appropriately verbalize their immediate feelings in a variety of interpersonal interactions.
c. Individuals are able to indicate their immediate feelings appropriately in a nonverbal manner in a variety of interpersonal interactions.

Materials and Resources:
1) homework sheets from the last group meeting.
2) a Can of Feeling Makers for use in a verbal-non-verbal game of identifying feelings. (the feeling makers may be cut apart and placed in a large tin can that has been covered with fabric or adhesive paper.)
3) log sheet for partners to fill out on friends.

Procedure:
1. Discuss hidden messages; have members share the examples of hidden messages they collected as homework. Be sure to have the situation in which the hidden message occurred described.
2. Discuss the "why" of the use of hidden messages and the effect they have on communication between people.
3. Review some of the feeling words from How Are You Feeling? before doing the Can of Feeling Makers activity.
4. Have the children form a circle on the floor with the Can of Feeling Makers in the center. A volunteer may select a slip of paper from the Can, read the situation and express the immediate feeling he/she might have in that situation either verbally or non-verbally as indicated on the slip.

5. Have each child choose a partner to whom he/she is to express feelings for the next few days. The partner is to keep a log of feelings expressed by his/her friend; that is, the partner writes down the situation and the feelings expressed, either verbal or non-verbal for his/her friend over the course of a few days. The logs are to be used in the next group meeting.

Supplementary Activity
Duso II
Lesson 4 Expressing and listening for Feelings

Evaluations: Built into the game.

Situations for a Can of Feeling Makers

Someone calls you a bad name during recess.

How do you feel? (verbal)

Your father comes up the drive with a new bike for you.

How do you feel? (non-verbal)

Someone tells you you did a nice job on your English report.

How do you feel? (verbal)

Someone tells you to shut-up.

How do you feel? (non-verbal)

Your dog gets hit by a car.

How do you feel? (verbal)

The ball game is stopped just as you come to bat.

How do you feel? (non-verbal)

Your drawing is selected for display in the main hall bulletin board.

How do you feel? (verbal)

Your brother wins a prize as best broad jumper in his grade.

How do you feel? (non-verbal)

Your best friend sees you in the store and brings his/her mother to meet you.

How do you feel? (verbal)

Plans for your family to visit an amusement park are cancelled.

How do you feel? (non-verbal)

The new pup tears up your favorite space posters.

How do you feel? (verbal)

Someone you know from school sees you but ignores you.

How do you feel? (non-verbal)

Seminar I

Group Meeting 7

LOG SHEET

To be filled out by a partner on the friend who chose him/her.

Name of Friend_____ (observed)

Name of Partner_____ (observor)

	Situation	feeling expressed	verbal	non-verbal
Example:	fell of swing; scraped knee	pain; scared		crying

Showing I Care

Seminar I COMMUNICATION TRAINING — Group Meeting 8

Goal: C. Individuals will develop skills in effective verbal expression.

Developmental Objective: Review C.1.3. a,b,c. (See Group Meeting 7)
C.2.3. Individuals will demonstrate appropriate techniques for reacting to another's communications and to their own feelings and thoughts in interpersonal interactions.

Performance Objective:
a. During a variety of interpersonal interactions, individuals are able to state the feelings of another in their own words.
b. During a variety of interpersonal interactions, individuals are able to communicate concern for another's feelings, statements, and uniqueness as a person through integration of body posture and accurate verbal response.
c. During a variety of interpersonal interactions, individuals are able to help others discuss their feelings in concrete ways.
d. During a variety of interpersonal interactions, individuals are able to volunteer personal information.
e. During a variety of interpersonal interactions, individuals are able to respond to a situation and feeling in a manner that communicates understanding and respect.

Materials and Resources:
1) logs
2) directions for the Rescue Game
3) chalkboard and chalk or newsprint and marker
4) tape recorder
5) sample Communication Skills Chart

Procedure:
1. Each partner is to report to his/her friend, in the presence of the group, at least one example of the friend having expressed a feeling verbally and a feeling non-verbally, from the log the partner kept on the friend. The partner should include the situation in the report.

2. The vehicle for learning and practicing the skills of today's lesson is The Rescue Game (see separate instructions). Before playing the game it will be necessary to discuss the behaviors expected of the children with them:
   a. state the feelings of another in your own words.
   b. show concern and respect for another's feelings, statements, and uniqueness through body posture and accurate verbal response.
   c. help others discuss their feelings in specific ways.
   d. volunteer personal information.
   e. communicate understanding and respect.

   Write the five behaviors on the chalkboard or on newsprint allowing a column for checkmarks for each group member including the leader. (See the example following this meeting description.)
3. When students understand the five communication behaviors for today's practice, introduce The Rescue Game. This game is to be resumed at the next group meeting so finishing it is not necessary. Tape the Game for evaluation purposes during the next meeting as well as for examples of effective and non-effective communication.

Adaptations: For slower or younger students, fewer behaviors may be worked on during the game.

Evaluations: Built into the log exercise and in the taping of the Game.

Seminar I

Group Meeting 8

The Rescue Game*

Roles:

Victim: a helpless person who cannot help him/herself and wants others to help him/her.

Rescuer: a person who believes the Victim cannot help him/herself; the Rescuer believes he/she can help the victim.

Persecutor: a person who believes the Victim is helpless and that it is the Victim's own fault.

Explain the Game to the Group: Three of us will play a game called Rescue. I need three people to play the three parts. One part is the bad guy or Persecutor. This person is mean and likes to pick on the Victim whom he/she thinks is helpless. The Victim acts helpless like he/she cannot do anything for him/herself. The Rescuer may look like a good guy because he/she wants to take care of the Victim and do things for him/her. The Rescuer really is just keeping the Victim from learning how to take care of him/herself.

Situation: The Victim gets blamed for something he/she did not do by the Persecutor and is saved from having to take care of him/herself by the Rescuer.

Other Group Members: Practice any of the five behaviors that is appropriate either during the play or a discussion of it.

Expansion: If there is time, one person will play Victim and the rest of the group will play Rescuers. The Rescuers should practice the five behaviors while one group member observes and records the communications on the board or on the newsprint.

*Adapted from Hendricks, G. and Wills, R. The Second Centering Book.

Sample Communication Skills Chart

	Don	Jill	Bob	Sue	Tom	Ann
a. Own Words	✓			✓		✓
b. Concern		✓	✓	✓		
c. Concrete expression	✓	✓		✓		
d. Personal information				✓	✓	✓
e. Understanding and Respect	✓			✓		

The Rescue Game

Seminar I COMMUNICATION TRAINING — Group Meeting 9

Goal: C. Individuals will develop skills in effective verbal expression.

Developmental Objective: Review C.2.3. a,b,c,d,e.
C.3.3. Individuals will demonstrate the basic ability to question or refuse or challenge another in interpersonal interactions.

Performance Objective:
a. During a variety of interpersonal interactions, individuals are able to appropriately question another in terms of "when" and "how".
b. During a variety of interpersonal interactions, individuals are able to appropriately refuse another's request.
c. During a variety of interpersonal interactions, individuals are able to appropriately state their own feelings and positions by giving an "I-message" to another.

Materials and Resources:
1) directions for The Rescue Game (See Seminar I, Group Meeting 8)
2) a chart presenting the three new skills to be developed today (see sample)
3) a chart with the five skills presented in Group Meeting 8 listed on it.
4) a tape recorder.

Procedure:
1. Using the chart which contains the three new skills, present them to the group; elicit examples of the kind of behaviors they will be working on. Review the skills worked on during the last Group Meeting.
2. When you are reasonably certain all group members understand the skills, resume the expansion form of The Rescue Game while someone checks off individual's use of the skills--all eight this time. Tape record the interaction. Allow about five minutes for evaluation of the interaction.
3. For purposes of evaluation, play parts of the tape and have group members point out the skills used during the interaction or places where any of the eight skills could have been worked on.

If further work seems to be necessary in working on these communication skills, the following game might be of use:

Needed: A container or envelope with each of the eight skills written on a card. That is, there will be eight cards or strips of paper with a skill written on each. On another color of paper, write the name of each group member including the leader on a separate slip of this paper. During a discussion, each group member draws 1. a name and 2. a skill from the container. He/she is responsible for using that skill on that person's interactions in the group discussion. Use a timer to tell members when to draw another set. Keep the discussion moving and have someone keep score or tabulate the members' use of skills. A chart could be used again or the tab-keeper could say, "Sue, I heard you give an 'I-message' to Joe" and give Sue a token (poker chip or other token.)

Evaluations: Built into the session.

Sample Communication Skills Chart

	Don	Jill	Bob	Sue	Tom	Ann
a. question	✓	✓	✓	✓	✓	✓
b. refuse		✓	✓		✓	✓
c. "I-message"	✓	✓		✓		

Evaluation

Seminar I COMMUNICATION TRAINING — Group Meeting 10

Goal: C. Individuals will develop skills in effective verbal expression.

Developmental Objective: Review C.2.3. a,b,c. (See Group Meeting 9)
C.3.3. Individuals will demonstrate the basic ability to question or refuse or challenge another in interpersonal interactions.

Performance Objective:
a. During a variety of interpersonal interactions, individuals are able to appropriately question another in terms of "when" and "how".
b. During a variety of interpersonal interactions, individuals are able to appropriately refuse another's request.
c. During a variety of interpersonal interactions, individuals are able to appropriately state their own feelings and positions by giving an "I-message" to another.

Materials and Resources:
1) the chart with the three skills listed on it
2) evaluation sheets

Procedure:
1. Review the skills presented in Group Meeting 9. Use the chart and have the members give specific examples of the kinds of behaviors represented by each.
2. Give each child an evaluation sheet for him/herself to fill out along and one to be filled out on him/her by group concensus.
3. Have each child fill out his/her evaluation sheet. Collect them.
4. Go over the sheet for each child having each group member suggest a numerical rating along with the reason for it. Obtain a consensus and have the child being rated record it on the second sheet he/she was given. Be certain this sheet is marked as a group rating while the one completed by the child alone is marked as a self-rating.

Seminar I

Group Meeting 10

RATING SCALE FOR COMMUNICATION TRAINING

Directions: You are going to rate what you do and how you act with other people. Use the rating scale below. Write your rating number for each item in the box to the right of the item.

Rating Scale

Always	Often	Sometimes	Now and Then	Never
5	4	3	2	1

	ITEM	RATING
1.	I can stay seated during a group discussion or group activity.	
2.	I can speak so others can hear me or understand what I say in a group.	
3.	I can listen to another person.	
4.	I can speak without interrupting someone else in a group.	
5.	When someone else says something, I can answer with a question or comment that is fitting.	
6.	I can be in a group without distracting others by making noises or moving around.	
7.	I can look another person in the eyes when I speak to him or her.	
8.	I can look another person in the eyes when that person speaks to me.	
9.	I can help in a group by adding something (contributing) to the discussion or activity.	

10. I can put in words how I am feeling. ☐
11. I can let my feelings be known in a socially acceptable way without speaking. ☐
12. I can show I understand what someone said by saying the same thing in my own words. ☐
13. I can show concern for another person in both body posture and by what I say. ☐
14. I can help others talk about their feelings by suggesting specific words. ☐
15. I can use my own experiences to help others understand something that is happening to them. ☐
16. I can let others know I understand their feelings and respect them. ☐
17. I can question others using "when" and "how." ☐
18. I can refuse another's request in a socially acceptable way. ☐
19. I can state my feelings and position on a topic in an "I-message." ☐
20. I can recognize when someone else does not understand what the speaker is saying. ☐
21. I know when a speaker is expressing feelings of being happy, upset, or afraid. ☐
22. I can tell when someone is sending a "hidden message." ☐
23. I can state the hidden message a person is sending. ☐

SEMINAR II

UNDERSTANDING BEHAVIOR

Group Meeting Plans

Eight Meetings

I Need - You!

Seminar II UNDERSTANDING BEHAVIOR — Group Meeting 1

Goal: A. Individuals will develop a basis for effective interpersonal skills through learning about basic human affective needs and the beliefs that relate to meeting those needs.

Developmental Objective: A.1.3. Individuals will demonstrate spontaneous expression and fulfillment seeking of the basic affective needs of self and others during interpersonal interactions.

Performance Objective:
a. Individuals are able to express love, i.e. empathy, respect, and genuineness in their relationships with others.
b. Individuals are able to receive empathy, respect, and genuineness in their relationships with others.
c. Individuals are able to express their own and other's needs to belong and to be significant to others spontaneously during relationships with others.
d. Individuals are able to express their own and other's needs to feel worthwhile and be treated with dignity spontaneously during relationships with others.

Materials and Resources:
1) chalkboard and chalk or newsprint and felt-tip marker
2) a "Can Game": cover a can of any size (no smaller than a 6 oz. size) with paint or contact paper; cut and fold slips of paper such as those found at the end of this plan. Write "The Can" on the outside of the can. (The can from Seminar I may be used)

Procedure:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY discussion or interpersonal interaction.

1. Discuss with the group that now they will begin a new phase of study. It will deal with understanding why people act the way they do--their goals of behavior. In order to really use communications skills effectively, it helps to have some way of understanding what is going on in the other person's life.
2. Continue the discussion by having the students present examples of behaviors they have seen that have puzzled them.
3. Introduce the idea that one way of understanding the actions of others is to look at their emotional needs. Have the students create a definition for emotional need (keep it very general).
4. Allow the students to brainstorm some emotional needs that everyone has. Write them on a chalkboard or newsprint.
5. Present the four basic emotional needs that are generalized here and write them near the "brainstormed" ones.
   --The need to love
   --The need to be loved
   --The need to belong and to be important to others
   --The need to feel worthwhile and to be treated with dignity
   (Be sure the members understand the meanings of worthwhile and dignity.)
6. Assist the students in matching their ideas to the four generalized needs that were presented.
7. Introduce the "Can Game" as a way of helping to learn more about the four basic emotional needs. Explain that the "Can" will be passed around the circle. Each player will choose a slip of paper, read to the group what it says, and then answer the question. None of the other group members may comment on what was said until it is his/her own turn. The player who is choosing the slip of paper has the option of putting it back if he/she does not like it and choosing another. If the leader does not want a lot of repetition to occur, the used slips may be placed in a separate dish. The leader might give an example or be the group member who begins, whichever is most comfortable at the time.
8. Pass the "Can" around as many times as you feel time, interest, and enthusiasm warrents.
9. Evaluate this session with the group members by asking:

   What did you learn today?
   What did you think about this?
   How do you think it will help you later on?

Adaptations: If there is additional meeting time, the students may discuss and generate their own situation slips to go into the Can Game. Members could also turn this game later on into a charades-type game where other members guess the need they are describing and expressing.

Evaluation: Questioning at the close of the session.

You have the need to love. Your parents just gave you a new puppy for your birthday. He is so cute. How might you act?	You have the need to love. You've always looked up to your older brother, but now he has run away from home. You feel deserted. How might you act?
You have the need to feel worthwhile and to be treated with dignity. You are talking with your teacher in the hall about a special project. Another teacher comes up and tries to interrupt. Your teacher remarks to the other teacher that he will be free in a moment but he wants to finish talking with you first. How would you feel?	You have the need to be loved. It's not even your birthday and your dad took you (without the brothers and sisters) out for dinner. He really acted like he enjoyed spending time with you. How would you feel?
You have the need to belong and be important to others. You have just come out on the playground and your friends shout to you, "Hey, come over and play ball with us!" How would you look?	You have the need to be loved. You live on a farm and you have a small dog who follows you everywhere. You have had a lot of fun together. This morning, though, she ran in front of a car. You and your dad buried her this afternoon. How might you feel and act?

You have the need to belong and to be important to others. You have moved with your family to a new town. Now it is your first day at the new school. You want the others in your class to like you, but no one even tries to talk to you at recess. How might you feel?	You have the need to be loved. Name a person or a pet that you know loves you very much.
You have the need to love. Name a person or a pet that you love very much.	You have the need to love. There are many different kinds of love. Name some of them.
You have the need to feel worthwhile and to be treated with dignity. Your older brother and sister have decided to play softball. You ask to play too. They remark, "Who wants to play with a shrimp like you!" Then they run to the ball field without you. How might you feel? What might you do?	You have the need to be loved. What does the word love mean to you?

You have the need to belong and to be important to others. Name a way that you let someone know that he or she is important to you.	You have the need to feel worthwhile and to be treated with dignity. Tell about a time that you felt worthwhile because someone treated you with dignity.
You have the need to belong and to be important to others. Tell about a time that you really felt like you belonged and was important to someone else.	You have the need to feel worthwhile and to be treated with dignity. What do the words worthwhile and dignity mean to you?

We Need - We Believe

Seminar II UNDERSTANDING BEHAVIOR **Group Meeting 2**

Goal: A. Individuals will develop a basis for effective interpersonal skills through learning about basic human affective needs and the beliefs that relate to meeting those needs.

Developmental Objective: Review A.1.3. a,b,c,d.
A.2.3. Individuals will spontaneously demonstrate that they can act on the beliefs that relate to the basic affective needs of selves and others.

Performance Objective:
a. Individuals are able to spontaneously interact with others as though all behavior occurs for a social purpose (i.e. for the good of all).
b. Individuals are able to spontaneously decide and allow others to make decisions during personal interactions.
c. Individuals are able to expect to be treated with equality and respect by others.
d. Individuals are able to spontaneously treat all people as equals and show respect.
e. Individuals are able to spontaneously view the consequences of behavior as a means of understanding that behavior.

Materials and Resources:
1) chalkboard and chalk or newsprint and felt-tip marker
2) homework assignment sheets (see example following this plan)

Procedure:

> **Leader:** Be certain to encourage the members to use the communications skills learned in Seminar I during ANY discussion or interpersonal interaction.

1. Review the discussion of emotional needs from the previous meeting. Present the definition of need, that they had created, on the chalkboard or on newsprint.
2. Guide the discussion towards the subject of how the four basic emotional needs apply in their lives.
3. Introduce the idea that our beliefs are connected in some respects to our needs. The four basic emotional needs influence the way we think about what we want for ourselves and others. And what we think, what we accept to be true or real (beliefs), affect our actions.
4. From the discussion, guide the members in creating a definition of the word belief. Write it on the chalkboard or on newsprint close to the definition of need.
5. Present the four basic beliefs that are generalized here and write them on the chalkboard or on newsprint. Discuss what each one means to them.
   --Belief that all behavior occurs for a social purpose.
   --Belief that people are decision-makers.
   --Belief that all people are equal and deserve mutual respect. Bring out here that this means equality in worth and dignity, not necessarily in ability or responsibility.
   --Belief that behavior can be understood by looking at its consequences.
6. Acknowledge that there are many other kinds of beliefs, but these are the ones we want to look at closely in this group.
7. Discuss what the actions of a person might be if he/she believes these four basic beliefs.
8. Present the homework sheets to the group members. Explain that you would like them completed and brought back to the next group meeting. If necessary, reassure the students that the purpose of this assignment is only for self examination concerning the basic needs and beliefs. The group will discuss the assignments generally during the next meeting, but no member will have to disclose any more than he/she wishes to. Answer any questions involving the homework sheets. Every member--including the leader--should do the assignment.

Be sure to talk with the classroom teacher ahead of time so that she/he may arrange for either a light homework load or special class time when the group members can complete their assignment sheets.

9. Lead the members in an evaluation discussion concerning what happened in today's meeting:

   What did we learn today?
   What did you really think about it?
   Do you think it will help us any later on?

Adaptations: The homework assignment sheet may be adapted to suit the skill level of the group members.

Evaluations: Questioning at the close of the session.
Homework assignment.

> Suggestion for support involvement within the classroom:
>
> DUSO D-2, p. 21-24, Unit I/Cycle 2, Learning to recognize purposes of behavior.

Seminar II

Group Meeting 2

Name_____ Date_____

Read this page carefully. Write your short answers below each question.

We need to love.

Name someone you love and tell a way you showed your love this week.

_____

_____

_____.

We need to be loved.

Name someone else who loves you. Tell about a way he/she showed love to you this week.

_____

_____

_____.

We need to belong and to be important to others.

Tell about a time this week when you felt like you belonged and were important to someone.

_____

_____

_____

_____.

We need to feel worthwhile and to be treated with dignity.

Tell about a time this week when you felt worthwhile as a result of someone treating you with dignity.

_____

_____

_____.

Belief: Behavior occurs for a social purpose.

Tell about something you did this week and how it affected other people you know.

_____

_____

_____

_____.

Belief: Behavior can be understood by looking at its consequences.

Tell about something you did to get attention this week.

_____

_____.

How did those around you react?

_____

_____.

Did you get attention in a good way or a way not so good?

_____.

Belief: People are decision-makers.

Tell about a decision you made this week.

_____

_____

_____

_____.

Belief: All people are equal and deserve mutual respect.

Tell about how someone treated you with respect this week.

_____

_____

_____

_____.

Tell about how you treated someone with respect this week.

_____

_____

_____

_____.

Reviewing Needs and Beliefs

Seminar II UNDERSTANDING BEHAVIOR — Group Meeting 3

Goal: A. Individuals will develop a basis for effective interpersonal skills through learning about basic human affective needs and the beliefs that relate to meeting those needs.

Developmental Objective: A.1.3. Individuals will demonstrate spontaneous expression and fulfillment seeking of the basic affective needs of self and others during interpersonal interactions.

Performance Objective:
a. Individuals are able to express love, i.e. empathy, respect, and genuineness in their relationships with others.
b. Individuals are able to receive empathy, respect, and genuineness in their relationships with others.
c. Individuals are able to express their own and other's needs to belong and to be significant to others spontaneously during relationships with others.

Developmental Objective: A.2.3. Individuals will spontaneously demonstrate that they can act on the beliefs that relate to the basic affective needs of selves and others.

Performance Objective:
a. Individuals are able to spontaneously interact with others as though all behavior occurs for a social purpose (i.e. for the good of all).
b. Individuals are able to spontaneously decide and allow others to make decisions during personal interactions.
c. Individuals are able to expect to be treated with equality and respect by others.
d. Individuals are able to spontaneously treat all people as equals and show respect.
e. Individuals are able to spontaneously view the consequences of behavior as a means of understanding that behavior.

Materials and Resources: 1) a "Wheel of Events" (see example following this plan)
   a. A large cardboard circle marked off into wedges to make the wheel.
   b. A "Spinner".
   c. A brad, nail, or something else to attach the spinner to the cardboard circle.
2) chalkboard and chalk or newsprint and felt-tip marker
3) a large cardboard boy and/or girl cut into several jig-saw puzzle type pieces (see example following this plan)

Procedure:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY discussion or interpersonal interaction.

1. Review with the group members the four basic emotional needs and the beliefs related to those needs. Write the four needs and the four beliefs on the chalkboard or on newsprint.
2. Discuss the homework assignment with the group. Encourage members to share, but do not push them into the uncomfortable position of sharing more than they really want to. A good beginning for this type of discussion is for the leader to share something that he/she put on his/her assignment sheet.
3. End the discussion by encouraging members to evaluate what they have learned from the assignment.
4. Explain to the students that this will be the last meeting that you will discuss the needs and beliefs so much, so you would like to review them by playing the "Wheel of Events" game.
5. Describe the "Wheel of Events" game and the way to play it.

   --The group members will create a hypothetical student. They will have to decide on sex, age, height, weight, family background (i.e. number of family members, parents' occupations, attitudes or problems in the family, etc.), and the student's background (interests, abilities, personality, etc.).

Encourage the members not to spend a lot of time on this portion of the game. Write down their descriptions of the hypothetical student on the chalkboard or on newsprint.

--Lay out in random order the peices of the boy or girl puzzle (depending on the sex they assigned to their hypothetical student).

--Lay out the Wheel of Events. The spinner should have been attached before the group meeting and should have been checked to see that it spins easily.

--Explain the procedure of the game. Each member will have a turn to spin the Wheel of Events. The wheel includes on it a number of situations which affect their hypothetical student's needs and beliefs. Each member will take the situation the spinner lands on during his/her turn and analyze the situation according to needs or beliefs and feelings and actions of their hypothetical student. Then the member will have a chance to connect two puzzle pieces. Then it is another member's turn. Thus, all the members take turns until their cooperation results in the hypothetical student being "put together."

* If a member becomes stumped on describing a situation during his/her turn, he/she has the option of choosing another player to help him/her out.

Adaptations: The Wheel of Events and the number of puzzle pieces may be adapted to various skill leads: fewer pieces and simpler situations for slower students or more pieces and more involved situations for very bright students.

Evaluations: Within the discussions.

Suggestion for supporting involvement within the classroom:
DUSO D-2, p. 234-237, Unit VIII/Cycle D, Developing a sense of human dignity and equality.

Seminar II

Group Meeting 3

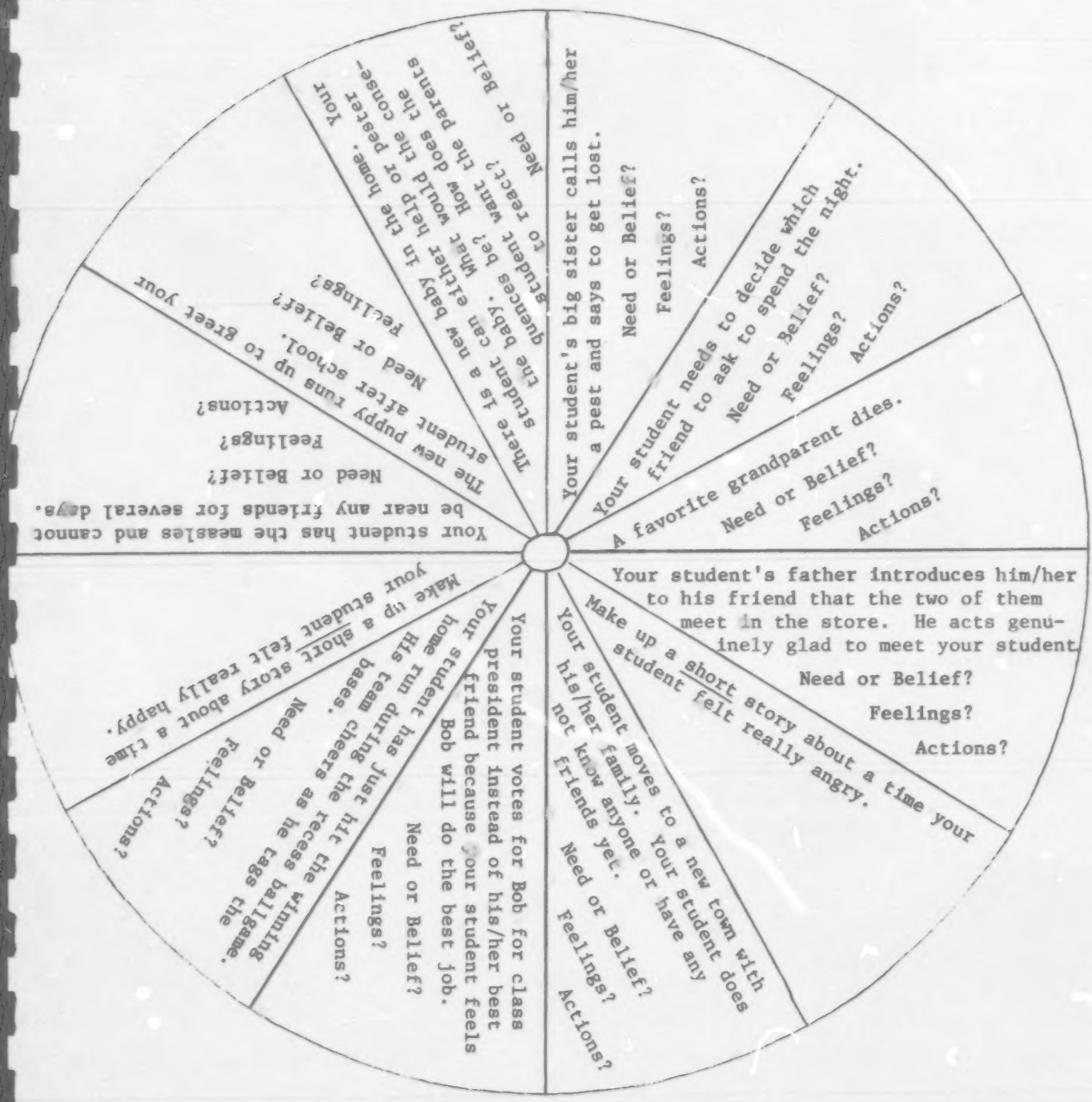
Cut out along the dotted lines.

Cut out along the dotted lines.

Wheel of Events

Seminar II

Group Meeting 3


Your student's big sister calls him/her a pest and says to get lost.
Need or Belief?
Feelings?
Actions?
Your student needs to decide which friend to ask to spend the night.
Need or Belief?
Feelings?
Actions?
A favorite grandparent dies.
Need or Belief?
Feelings?
Actions?
Your student's father introduces him/her to his friend that the two of them meet in the store. He acts genuinely glad to meet your student.
Need or Belief?
Feelings?
Actions?
Make up a short story about a time your student felt really angry.
Your student moves to a new town with his/her family. Your student does not know anyone or have any friends yet.
Need or Belief?
Feelings?
Actions?
Your student votes for Bob for class president instead of his/her best friend because your student feels Bob will do the best job.
Need or Belief?
Feelings?
Actions?
Your student has just hit the recess winning home run during the recess baseball game. His team cheers as he tags the bases.
Need or Belief?
Feelings?
Actions?
Make up a short story about a time your student felt really happy.
Your student has the measles and cannot be near any friends for several days.
Need or Belief?
Feelings?
Actions?
The new puppy runs up to Brent your student after school.
Need or Belief?
Feelings?
There is a new baby in the home. Your student can either help or pester the baby. What would the consequences be? How does the student want the parents to react?
Need or Belief?

Spinner

Four Goals of Misbehavior

Seminar II UNDERSTANDING BEHAVIOR — Group Meeting 4

Goal: B. Individuals will develop effective interpersonal skills through learning the goals of behavior.

Developmental Objective: B.1.3. Individuals will demonstrate recognition of the four goals of misbehavior.

Performance Objectives:
a. During interactions in a psychological education group, individuals are able to acknowledge another's goal of misbehavior and the mistaken belief associated with it.
b. During interaction in a psychological education group, individuals are able to acknowledge their own goals of misbehavior and the mistaken beliefs associated with them.
c. Individuals are able to resist reacting as expected to another's misbehavior and respond in a productive manner.

Materials and Resources:
1) chalkboard and chalk or newsprint and felt-tip marker
2) copies of the Goals of Misbehavior chart for each member (see chart following this plan)
3) a situation sheet for the leader (see example following this plan)

Procedure:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY discussion or interpersonal interaction.

1. Introduce this lesson by explaining that during this meeting members will learn some ways of looking at why other kids misbehave. (Check to see that everyone understands what misbehave means.)
2. Bring out the fact that children who consistently misbehave usually believe that that is the only way they can belong or be important.

3. Review the belief that behavior can be understood by looking at its consequences--at what it gets the person. State that there are four main consequences that a kid is trying for when he/she consistently misbehaves: attention, power, revenge or getting even, and the chance to give up and not try. Write these on the chalkboard or newsprint as they are discussed.
4. Distribute the Four Goals of Misbehavior charts, giving one to each group member. Discuss each of the goals, the accompanying beliefs, reactions, and better ways to respond. Allow the group members to study the chart throughout the discussion. Encourage questions and comments as the discussion continues.
5. Introduce the next activity to the group. As leader, you will read a variety of situations to the other group members. At the end of each situation, they will be given the opportunity to state whether the person in the story is wanting attention, power, revenge, or to give up.
6. Give the first situation as an example. Head the students into giving the correct response. Allow the group members to decide and reach a consensus on the remaining situations. (Ask them to bring their charts to the next meeting also--but have extra on hand to accomodate forgetfulness.)
7. Following this activity, encourage the members to verbally evaluate the meeting. Discuss what they learned today, how they felt about what they learned, how they could apply it in their daily lives, etc.
8. Verbally present the members with a homework assignment: they are to watch those people they know who seem to misbehave frequently and decide what those people seem to want from their misbehavior. Caution the students not to confront those children with their theories because often they themselves do not understand why they act the way they do.

Suggestions for supporting involvement within the classroom:

Making Sense of Our Lives, The Fury Within Us (S108)

Others, a Wombat film (this film deals with how a young boy eventually dissolves his urge for revenge)

Making Sense of Our Lives, Revenge (S102)

Power Play, a Bread and Butterflies film

Adaptations: If time allows, the students may want to discuss further during the situation activity the goals and the beliefs, reactions, and better responses. Be certain that slower students understand the vocabulary.

Evaluations: Verbally within the discussion.
Homework assignment.

THE GOALS OF MISBEHAVIOR

Goal	Wrong Belief	Others' Reactions	Better Ways to Respond
Attention	I belong only when I am being noticed or when someone is doing something for me.	They feel irritated or annoyed. They want to remind, coax, or do things for the attention-getter.	Ignore misbehavior. Give attention when acting nicely and not when they misbehave. Don't do a lot of things for that person when he's misbehaving.
Power	I belong only when I am the boss, or when I am proving no one can boss me!	They feel angry, pushed around, as if their authority is threatened. They want to either fight or give in.	Withdraw from the conflict (walk away). Fighting or giving in only makes the person want more power. Let person help you when he isn't misbehaving.
Getting Even (Revenge)	I belong only by hurting others as I feel hurt. I cannot be loved.	They feel deeply hurt. They want to retaliate and get even.	Don't feel hurt (at least don't show it.) Don't try to retaliate or get even. Let that person know that you like him.
Giving Up	I belong only by convincing others not to expect anything from me. I want people to give up on me. I am unable; I am helpless.	They feel despair and hopelessness. They agree that nothing can be done and then give up.	Don't criticize. Encourage any positive attempt, no matter how small. Focus on that person's good points. Don't pity and don't give up on that person.

Four Goals of Positive Behavior

Seminar II UNDERSTANDING BEHAVIOR — Group Meeting 5

Goal: B. Individuals will develop effective interpersonal skills through learning the goals of behavior.

Developmental Objective: B.2.3. Individuals will demonstrate recognition of the four goals of positive behavior.

Performance Objectives:
a. During interaction with others, individuals are able to acknowledge another's positive behavior and the belief associated with it.
b. During interaction with others, individuals are able to acknowledge their own goals of positive behavior and the beliefs associated with them.
c. Individuals are able to predict how they or others will react to positive behavior.
d. Individuals are able to encourage positive behavior in others.

Materials and Resources:
1) copies of the Goals of Positive Behavior chart for each member (found at the end of this plan)
2) a situation sheet for the leader to read from (found at the end of the plan)
3) extra copies of the Goals of Misbehavior chart

Procedure:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY discussion or interpersonal interaction.

1. Review with the members the four goals of misbehavior as presented in their charts. Have extra charts available for those students who forgot to bring theirs.
2. Discuss their homework assignments. Request that they do not name names, but rather describe the behavior, the goal, and so on. Try to lead them into emphasizing how they could better respond to that person.

3. Introduce the four goals of positive behavior. Explain that many people do get the kind of feedback they need to feel that they can belong and be important by acting in a manner that is helpful for themselves and for others. We can understand their behavior also by looking at the consequences - at what it gets them.
4. Distribute a chart of the Four Goals of Positive Behavior to each member of the group. Make sure they understand the meaning of positive.
5. Discuss each goal area, the description of actions, the belief, the reactions of others, and ways to encourage. Encourage the members to comment and/or question throughout the discussion. Be sure the vocabulary is clear to the group members.
6. Explain to the students that the group will do an activity similar to the one done at the previous meeting. As leader, you will read a situation to them. The situation, however, will be unresolved. They will decide how the situation would be resolved if the character was operating with one of the goals of positive behavior.
7. Present the first situation as an example. Guide the students in small, detailed steps, toward resolving the situation. Support them extensively so they will understand what is expected of them.
8. Present the remaining situations, allowing the members to reach a consensus on how the situation might be resolved.
9. Following this activity, encourage the members to verbally evaluate this session: what did they learn, how did they feel about it, can they apply it in their daily lives--how, etc.
10. Verbally present the members with a homework assignment: they are to watch for those people who frequently behave according to the goals of positive behavior. They are to concentrate on what they think that person believes about himself and how they can encourage that behavior. They are to bring both charts and report their discoveries at the next meeting.

Adaptations: Adaptations in vocabulary may be made for slower students.

Evaluations: Verbally within the discussion.
Homework assignment.

THE GOALS OF POSITIVE BEHAVIOR

Goal	How They Act	What They Believe	How Others React to them	How Can I Encourage
Attention Involvement Contribution	Helps Volunteers.	I belong by contributing.	Feel good towards them. Give attention.	Let him know that his contribution counts and that you appreciate it. (Attention and Appreciation)
Power Independence Responsibility for own behavior	Shows self-discipline. Does own work. Has good ideas	I can decide and be responsible for my behavior.	Give more responsibility. Trust.	Encourage him to make up his own mind. Let him experience the outcomes (good and bad) of his decisions. Express confidence in him.
Justice Fairness	Returns kindness for hurt. Ignores belittling comments.	I am interested in cooperating.	Enjoy working with them. Try to cooperate also. *	Let him know you like the way he tries to cooperate.
Withdrawal from Conflict Refusal to Fight Acceptance of Other's Opinions	Ignores being provoked. Withdraws from power struggles to decide how he will act.	I can decide to withdraw from conflict.	Respect. Openess in expressing opinions. *	Let him know you like the way he is acting and the decisions he makes.

* Those persons who are trying to hurt, belittle, or create conflict will probably increase their attempts to get a reaction. However, if they do not get that reaction, they will soon stop trying altogether.

A Closer Look

Seminar II UNDERSTANDING BEHAVIOR — Group Meeting 6

Goal: B. Individuals will develop effective interpersonal skills through learning the goals of behavior.

Developmental Objective: B.1.3. Individuals will demonstrate recognition of the four goals of misbehavior.

Performance Objectives:
a. During interactions in a psychological education group, individuals are able to acknowledge another's goal of misbehavior and the mistaken belief associated with it.
b. During interaction in a psychological education group, individuals are able to acknowledge their own goals of misbehavior and the mistaken beliefs associated with them.
c. Individuals are able to resist reacting as expected to other's misbehavior and respond in a productive manner.

Developmental Objective: B.2.3. Individuals will demonstrate recognition of the four goals of positive behavior.

Performance Objectives:
a. During interaction with others, individuals are able to acknowledge another's positive behavior and the belief associated with it.
b. During interaction with others, individuals are able to acknowledge their own goals of positive behavior and the beliefs associated with them.
c. Individuals are able to predict how they or others will react to positive behavior.
d. Individuals are able to encourage positive behavior in others.

Materials and Resources:
1) extra copies of the Goals of Misbehavior chart
2) extra copies of the Goals of Positive Behavior chart
3) My Behavior Rating Sheet - copies for each member.

Procedure:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY discussion or interpersonal interaction.

1. Review briefly the Goals of Positive Behavior chart with the students. Distribute extra copies of the chart to those students who forgot to bring theirs.
2. Discuss what they experienced and learned from the homework assignment. Encourage them to describe specific behaviors (without naming names) and their ideas as to goal, belief, etc.
3. Have the students also bring out their chart of the Goals of Misbehavior. Supply extra ones to those who forgot to bring theirs.
4. Explain to the members that up until now they have been concentrating on understanding why others act the way they do. Now it is time to change the focus and to start looking at understanding why we act the way we do.
5. Emphasize that each member is to concentrate only on him/herself during this activity--not on any other group member.
6. Point out that all students use the four goals of misbehavior occasionally -- it is only when they are used most of the time that it becomes very harmful to self and others.
7. Begin the activity by stating that the first thing that needs to be done is to take a close look at our own behaviors. Distribute the My Behavior Rating Sheet to each member, explain the directions, answer any questions, and allow them to complete the rating forms. Tell them they will have around 10 to 15 minutes to finish. Encourage the students to refer to their charts if they wish.
8. When the group members have finished their individual work, draw them together again and discuss the questions found at the bottom of their rating sheets. The leader will have to be very sensitive at this point and not push the students toward any great anxiety.
8. At the close of the discussion encourage the students to evaluate this session: was it hard to look closely

at yourself - why, what did you learn, do you think it will be useful in your daily life, how does this make you feel, etc.

9. Collect the Rating Sheets and place them in a confidential file. They will be returned to the members at the very last meeting as a method of looking at progress.

Adaptations: Slower students may require more structured assistance with the rating sheets.

Evaluations: Verbally within the group.

Seminar II

Group Meeting 6

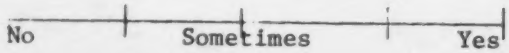
MY BEHAVIOR RATING SHEET

Name_____ Date_____

This paper is personal - just for you. Please do not bother the person next to you. When you are finished, read the discussion questions below. You will talk about them later. After reading the questions, turn over your paper.

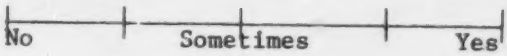
Put an X on the rating scales like this example:

I like candy.

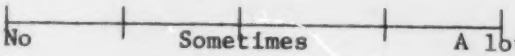


Now put the X on the rating scales where you think they should be.

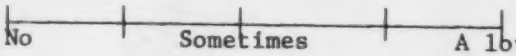
Am I only happy when someone is noticing or doing things for me?



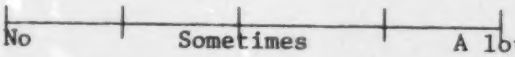
Do I misbehave by trying to get attention?



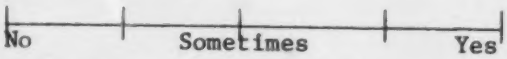
Do I feel like I always have to be the boss?



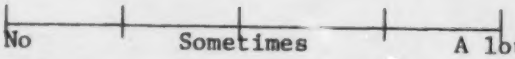
Do I misbehave by trying to get power over other people?



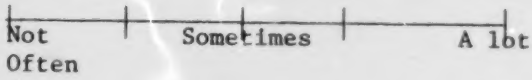
Do I feel hurt inside a lot?



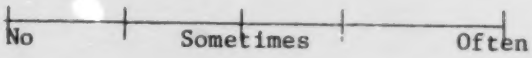
Do I try to get even (revenge) with others because they-or someone else-has hurt me?



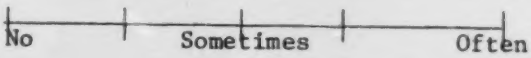
Do I want everyone to stop bothering me and just let me alone?



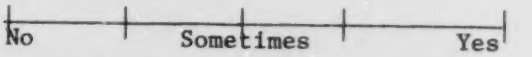
Am I using the Giving Up Goal in the way I act?



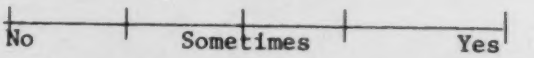
Do I try to get attention by helping and being involved with others?



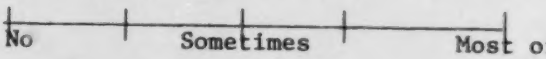
Do I make most of my own decisions (instead of letting others always decide for me)?



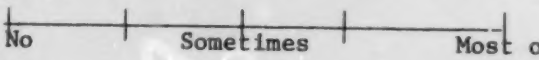
Do I accept the responsibility for the way I act?



Do I ignore hurting comments and try to return kindness instead of hurt?



Do I withdraw from conflict so I can decide how I really want to act?



Discussion Questions to Talk About with Your Group

Is it ok to want attention? What are some helpful ways to get attention?

Is it ok to feel angry? What can we do with out anger so we won't hurt ourselves or others?

Is it ok to hurt someone if he/she has hurt you? What are some ok ways to get rid of those hurt feelings?

When is it ok to give up on something? What are some good ways of dealing with discouragement?

I Like You the Way You Are

Seminar II UNDERSTANDING BEHAVIOR — Group Meeting 7

Goal: B. Individuals will develop effective interpersonal skills through learning the goals of behavior.

Developmental Objective: B.3.3. Individuals will demonstrate the uses of encouragement in effective interpersonal interactions.

Performance Objective:
a. Individuals are able to spontaneously encourage others.
b. Individuals are able to acknowledge encouragement from others.

Materials and Resources:
1) legal-sized envelopes (one for each group member)
2) homework assignment sheets
3) the Can (from the Can Game used in Seminar II, Meeting 1)
4) Situation slips to cut, fold, and place in the can (see examples following this plan)
5) chalkboard and chalk or newsprint and felt-tip marker

Procedure:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY discussion or interpersonal interaction.

1. Greet every member as he/she comes to the meeting with a discouraging remark and no smile. (i.e. It's about time you got her, Don't slouch - sit up!, I know you can do better than that!, Why don't you try harder!, and so on.)
2. Begin the meeting by having the students examine how they felt when you made such remarks. Emphasize that discouragement (write the word on the chalkboard or newsprint) never makes a person feel good about himself. State that today's meeting will be about the

opposite of discouragement, and that is encouragement. (Write the word on the chalkboard or newsprint and draw a box around it).

3. Guide the members in creating a definition for encouragement. Include such points as helping another person to feel good about him/herself, looking at the good in another person rather than just the bad, and helping to build self-confidence in someone else.
4. In your discussion with the members about encouragement, be sure to focus on these specific thoughts:

   --People cannot improve unless they feel good enough about themselves to believe they can improve.
   --When people feel good about themselves, they are more willing to reach out and have a genuine interest in others.
   --Many times in our world people want to feel important so much that they do it by putting down the other guy--that is discouragement. Encouragement, though, means that we are equals and that we can like each other for who we really are.
   --Encouragement is catching. If you use encouragement often with another person, then that person will tend to use it also with others.

5. Introduce the Can Game activity by telling the students that there are several specific ways they can encourage others. The group can learn about those ways by playing another version of the Can Game. Refresh their memories concerning the rules of the game (Seminar II, Meeting 1, Procedure g).
6. Allow the students to play the game until each slip of paper has been used. As each member reads a new way they can encourage others, write that way on the chalkboard or newsprint (there are a total of 10 ways, so leave enough room on the chalkboard or newsprint.) Keep them posted throughout the next meeting.
7. When the game ends, encourage the students to summarize what they feel they learned during the meeting and if (and how) they might plan to use it in their daily lives.
8. Hold up the legal-size envelopes (one envelope per member) and state that they are going to have a top-secret homework assignment. Before handing out the envelopes, explain the assignment as follows:

   The assignment is about "Words of Encouragement." Each envelope contains a sheet of paper with two different

examples of words of encouragement. They are to think up a short situation (where those words of encouragement can be used) to roleplay (act out) with any other members of their choice.* The students do not need to write down the roleplaying situation; they may just jot notes on the sheet and then explain it to the group in their own words at the next meeting.

It might prove beneficial to provide a short example for the students at this point. Answer any questions the students might have.

9. Distribute the envelopes. Instruct the students to keep their ideas secret until the next meeting. As a member of the group, the leader should also take an assignment envelope.

* Be sure the students know what role playing is and check to see if they have had experience doing it. If it is new to them, they may need detailed explanations and examples.

Evaluations: Within the discussion.

Show that you think the other person is important. Tell someone in the group that you think he/she is an important part of the group and why.	Helping someone to learn how to do something is a kind of encouragement. Lots of times a person tries to learn something new all at once - that can be discouraging because new things are hard. It can be encouraging to help someone learn, a small step at a time. Name something new that you had to learn a small step at a time.
Show the other person that you have faith in him/her. Having faith in someone means that you expect them to be able to do something - and you encourage them to keep trying. How has someone encouraged you by showing they had faith in you?	Look for the good points in a person and compliment them about those good points. Compliment another group member about one thing you think they do well.
Help someone else to have self-confidence (believing that they can do or change something). Say something encouraging to another group member that will help them feel good about their ability to do something.	If a person is interested in what the two of you are doing, then he/she will respond to encouragement more. What is something you are interested in, but you need improvement and encouragement in?

Recognize when someone else does a job well. Tell about a time when someone made you feel good when they recognized a job you had done well.	When encouraging someone, you must not expect them to be perfect and want them to do more than they really can. Have you ever felt that someone expected too much from you or wanted you to be perfect? When? How did it make you feel?
Encouragement is catching - let others help you in making someone feel good about him or herself. How has this group worked together to encourage each other?	Encouragement can be shown in actions as well as words. What are some different ways of showing encouragement through our actions? Name at least 3.

Words of Encouragement

Seminar II UNDERSTANDING BEHAVIOR — Group Meeting 8

Goal: B. Individuals will develop effective interpersonal skills through learning the goals of behavior.

Developmental Objective: B.3.3. Individuals will demonstrate the uses of encouragement in effective interpersonal interactions.

Performance Objectives:
a. Individuals are able to spontaneously encourage others.
b. Individuals are able to acknowledge encouragement from others.

Materials and Resources:
1) additional homework assignment sheets
2) chalkboard and chalk or newsprint and felt-tip marker

Procedure:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I during ANY discussion or interpersonal interaction.

1. Review the homework assignment with the members. Have extra copies of additional Words of Encouragement sheets on hand for those who forgot to bring theirs. Also have extra role-playing ideas available for students who cannot adjust to this much creativity.
2. Ask the members if it would be ok if you (the leader) did yours first. That way those students who needed more time to think about a role-playing situation would have it.
3. Write the - Words of Encouragement - sentences on the board. Put a checkmark beside each sentence as it is "role-played."
4. Choose the number of players you will need for the role-playing situation. Explain to them what is going to happen and what you want them to do.
5. Act out the situation.
6. Discuss what happened with the group.

7. Choose the next member to stage his/her role-playing situation.
8. Continue the process until each member has had an opportunity to direct a role-play.
9. There are 10 sentences of Words of Encouragement, so there will be some which were not role-played. Discuss those remaining sentences with the group members, emphasizing how these could apply in <u>their</u> daily situations.
10. Encourage the students to verbally evaluate this sessions topic and activities. Discuss their feelings, their experiences, and how they hope to use what they learned.

<u>Adaptations</u>: The role-playing may be made simpler for slower students or more intricate for faster students.

<u>Evaluations</u>: Verbally within the discussion.

Seminar II

Group Meeting 8

Words of Encouragement Homework

Directions: The following sentences are for the Words of Encouragement homework assignment. Type one sentence at the top of a 8 X 11 blank sheet of paper. Fold the paper and slip it inside of a legal-sized envelope. Place the student's name on the outside of the envelope. Each group member should receive a different sentence. Since there are more sentences than members, this will allow the leader the opportunity to match the sentences to the student's ability and/or creativity.

1. "You do a good job of _____."
2. "You are really getting better in _____."
3. "We like you, but we don't like what you're doing."
4. "You can help us by _____."
5. "Let's try it together."
6. "So you made a mistake. I make mistakes too. What did you learn from this one?"
7. "You would like us to think you can't do it, but we think you can." (Remember that what we expect from a person must match what he really can do.)
8. "Keep trying. Don't give up."
9. "I know you can do this yourself, but if you need any help, come and get me."
10. "I can understand how you feel, but I know you'll be able to handle it."

Seminar II

Group Meeting 8

EVALUATION OF GOALS OF BEHAVIOR

Directions: Read each item below. Make an X in the Yes box if you can do what it says. Make an X in the No box if you cannot do what it says.

	ITEM	YES	NO
1.	I can show love to other people.	☐	☐
2.	I can accept love from other people.	☐	☐
3.	I can show others that I want to belong.	☐	☐
4.	I can show others that I want to be important to them.	☐	☐
5.	I can show others that I feel good about myself.	☐	☐
6.	I can treat others with respect.	☐	☐
7.	In a group I can do what is best for all members.	☐	☐
8.	I can make decisions.	☐	☐
9.	I can allow others to make decisions.	☐	☐
10.	I can show that I expect to be treated as an equal by others.	☐	☐
11.	I can show that I expect to be treated with respect by others.	☐	☐

Seminar II

Group Meeting 8

12.	I can treat others as equals.	☐	☐
13.	I can treat others with respect.	☐	☐
14.	I can understand why people act the way they do by the way others act toward them.	☐	☐
15.	In our group, I can name a person's goal of behavior and the belief that goes with it.	☐	☐
16.	I can name my own goal of behavior and name the belief that goes with it.	☐	☐
17.	I can keep myself from reacting to someone's misbehavior as they expect me to.	☐	☐
18.	I can react to someone's misbehavior in a way that will not encourage that misbehavior.	☐	☐
19.	I can predict how people will react to positive behavior.	☐	☐
20.	I can encourage positive behavior in others.	☐	☐
21.	I can say something nice to someone who encourages me.	☐	☐

SEMINAR III

CHANGING BEHAVIOR

Group Meeting Plans

Six Meetings

What You Do Counts

Seminar III CHANGING BEHAVIOR — Group Meeting 1

Goal: a. Individuals will develop basic skills in identifying ineffective behaviors to replace them both in selves and others.

Developmental Objective: A.1.3. Individuals will demonstrate ways to identify ineffective behavior.

Performance Objective:
- a. Individuals are able to pinpoint specific ineffective behaviors that others perform.
- b. Individuals are able to count the number of times another person performs a specific ineffective behavior.
- c. Individuals are able to create a baseline chart, graphing the number of times another person performs a specific ineffective behavior.
- d. Individuals are able to pinpoint specific ineffective behaviors which they themselves perform.
- e. Individuals are able to count the number of times they perform a specific ineffective behavior.
- f. Individuals are able to create a baseline chart, graphing the number of times their own ineffective behavior occurs.

Developmental Objective: A.2.3. Individuals will demonstrate identification of effective behaviors to replace ineffective ones.

Performance Objective:
- a. Individuals are able to pinpoint specific ineffective behaviors in others and themselves.
- b. Individuals are able to specify more effective behaviors that are incompatable with those ineffective behaviors in others and themselves.

Materials and Resources: 1) story of Snowdrift and the Six Dwarfs from Seminar I, Group Meeting 2.

2) "Can" and adaptation of needs for Charades from Seminar II, Group Meeting 1
3) homework sheet to be found at the end of this plan.

Procedure:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I and the encouragement skills learned in Seminar II during ANY discussion of interpersonal interaction.

1. Tell the members that they are going to practice paying attention to one thing a person does and counting the number of times the person does it.
2. Assign each member to specifically attend to one of the dwarfs in the story of Snowdrift and the Six Dwarfs; the member is to be able to tell what the dwarf did that was interfering with its' effectiveness and to tell how many times the dwarf did that.
3. Read the story aloud.
4. Discuss briefly.
5. Have each group member name one thing they do that is not effective; assign each member an observor (have them volunteer or have each member choose his/her observor) to count the number of times the member does that in the next five minutes.
6. This counting will go on during the playing of Charades from Seminar II, Group Meeting 1.
7. At the end of five minutes, have each observor tell the member how many times the observed behavior occurred. Discuss more effective behaviors that could not go on at the same time as the ineffective behavior i.e. active listening cannot go on at the same time as giggling and joking. The goal here is to find a behavior that is more effective and that interferes with the ineffective behavior.
8. Pass out the homework sheets and explain them; be certain the members understand what is expected of them.

Evaluations: This is built into the content of the meeting; if a member is obviously having difficulty counting the behaviors, plan an individual remedial session with that person.

Homework

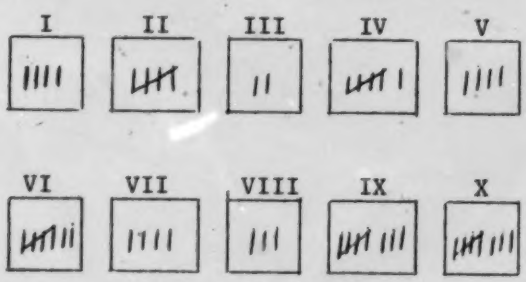
Directions: Think of a person you see often either at school or at home who does something that seems to interfere with being liked or doing a good job. Be sure to select a behavior you can see because you will be asked to count how many times it happens. Examples might be: interrupting others, hitting, making faces, talking back, arguing, putting people down, being bossy, being bossed by others, etc.

When you have chosen a person and a behavior, choose a time of the day when you can watch them every day; that could be at recess, mealtime, bus ride, etc. If you can find more than one time a day, that would be very helpful.

What you are learning to do is take a baseline of the person's one ineffective behavior. Remember, you can only deal with one behavior at a time.

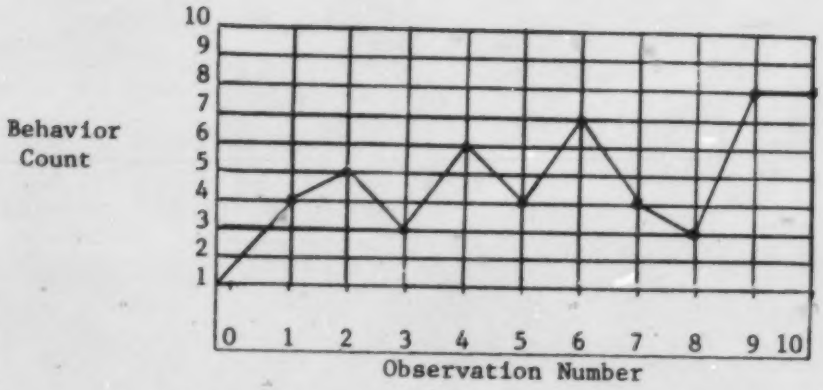
Watch the person during the times you have chosen for at least 10 times. Make a mark in the box for the observation each time your person does the thing you are watching for. There is an example done for you.

Example: Person being observed Jim . Behavior: hitting



The next step is to make a baseline chart like the one shown below. Simply record the number of times your person did the behavior you are observing on the graph and connect the lines. You have a pattern of the person's ineffective behavior.

Baseline Chart



Counting Behavior

and

Making a Baseline Chart

Observor_____

Person being observed:_____

Behavior being observed:_____

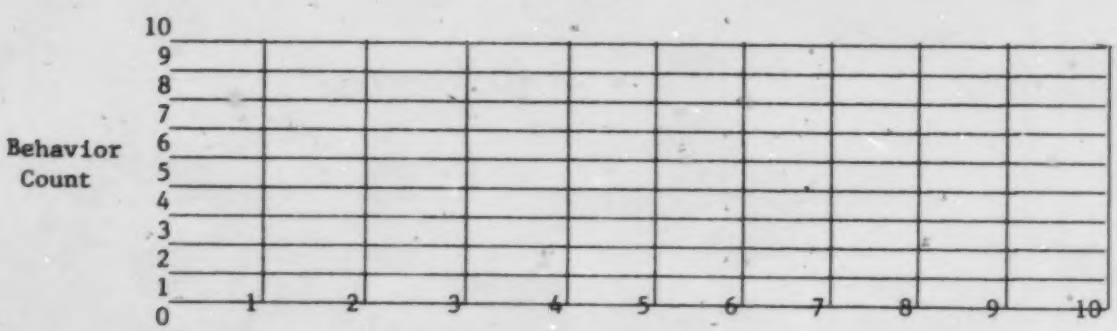
Time or place of observations:_____

OBSERVATIONS

I	II	III	IV	V

VI	VII	VIII	IX	X

BASELINE CHART



Counting What You Do

Seminar III CHANGING BEHAVIOR — Group Meeting 2

Goal: B. Individuals will develop skill in identifying specific reinforcers for selves and others.

Developmental Objective: B.1.3. Individuals will demonstrate ways of identifying specific reinforcers for others.

Performance Objective:
a. Individuals are able to observe others as a means of identifying their reinforcers.
b. Individuals are able to interview others as a means of identifying their reinforcers.
c. Having a list of specific reinforcers for another person, individuals are able to divide the reinforcers into two categories:
   1) concrete reinforcers and
   2) encouragement reinforcers.

Developmental Objective: B.2.3. Individuals will demonstrate ways of identifying specific reinforcers for themselves.

Performance Objective:
a. Individuals are able to identify their own reinforcers by writing down things they like, things they do, and things they like others to do for them.
b. Individuals are able to ask others to observe them as a means of identifying their own reinforcers.

Materials and Resources:
1) homework sheets from Seminar III, Group Meeting 1 (blanks)
2) Four Goals of Misbehavior Charts from Seminar II, Group Meeting 4
3) Interview Format to be found at the end of this plan
4) Self-Reinforcer Identification Sheet to be found at the end of this plan

Procedure:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I and the encouragement skills learned in Seminar II during ANY discussion of interpersonal interaction.

1. Discuss the homework assignment from the last group meeting. Most students will not have finished the assignment but may have questions.
2. Distribute the Four Goals of Misbehavior charts from Seminar II, Group Meeting 4. Review the Goals of Misbehavior as a way of making the concept of reinforcer meaningful. Relate this back to the basic needs of people from Seminar II, Meetings 1 and 2.
3. Have each group member name something, either an object or an action by another, which will help him/her change a behavior, get a job done, try something new, etc. Have each person name a reinforcer for another group member.
4. Ask members to think of ways of finding out what people might work for or what might make them want to do something difficult. Try to elicit the methods of observation and interview (asking).
5. Using the interview format found at the end of this plan, have students practice interviewing each other for reinforcers.
6. Have each student fill out a Self-Reinforcer Sheet. Collect and save these.
7. Pass out additional homework sheets from Group Meeting 1. This time, each student is to choose one of his/her own behaviors to observe and chart. Help those who have trouble choosing.
8. Remind members to finish their observations of another person and to bring their completed baseline charts to the next meeting.

Adaptations: More time may be needed for slower students. More supervised practice may also be needed.

Evaluations: The homework and in-group assignments provide evaluation information. Be sure the students are learning the means of behavior observation and charting very well. Reteach if necessary.

Seminar III

Group Meeting 2

Interview Format

Directions: The purpose of this interview is to find out what things, activities, and people can act as rewards for the person being interviewed.

Ask the following questions of the person being interviewed:

1. Tell me the two things you like to do best._____

   _____

2. What is the best reward anyone can give you?_____

   _____

3. Tell me something you really want._____

   _____

4. What can happen to make you feel really terrific?_____

   _____

5. Tell me what person you really like to spend time with and what you like to do with that person._____

   _____

Seminar III

Group Meeting 2

Self-Reinforcer Identification Sheet

Directions: The purpose of this sheet is to help you find out what things, activities, and people are really important to you; they might help you later in learning some new way of acting or of getting rid of something you do that is making trouble for you in getting along.

Read each item and fill in the blank. The group leader will keep this sheet for you and will keep it confidential, that is, will not show it to anyone else.

Your Name _____

1. The best reward anyone can give me is _____

   _____

2. When I have money I like to _____

   _____

3. Something I really want is _____

   _____

4. I feel terrific when _____

   _____

5. The weekend activity I like to do most is _____

   _____

6. A person I especially like to be with is _____

   _____

7. The thing I like to do most is _____

   _____

8. What I like best at school is _____

   _____

9. My favorite adult is _____

   _____

Seminar III CHANGING BEHAVIOR — Group Meeting 3

Goal: C. Individuals will develop skill in writing behavior change contracts with groups, with another individual, and for self.

Developmental Objective: Review A.1.3, A.2.3, B.1.3., and B.2.3.
C.1.3. Individuals will demonstrate ways to write behavior change contracts with groups.

Performance Objective:
a. Individuals are able to identify a specific personal behavior to be changed and write that as part of a behavior change contract with a group.
b. Individuals are able to pinpoint a specific group reinforcer and write that as part of a behavior change contract with a group.
c. Individuals are able to specify how they can help others reach their goals and write that as part of a behavior change contract with a group.
d. Individuals are able to set specific frequency limits and time limits and write those as parts of a behavior change contract with a group.
e. Individuals are able to successfully carry out the terms of the behavior change contract written.

Materials and Resources:
1) homework assignments from Seminar III, Group Meeting 1
2) original contracts signed by members before the beginning of G.P.E.
3) self-reinforcer sheets from the last meeting
4) group contract forms

Procedure:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I and the encouragement skills leanred in Seminar II during ANY discussion of interpersonal interaction.

1. Collect and discuss the homework sheets that members have been working on since the first meeting of the Seminar.
2. Also discuss the self-observation and data collection; members are probably not finished but trouble-shoot at this time.
3. Distribute the original contracts signed by members at the beginning of Groups for Psychological Education and the Self-Reinforcer Sheets filled out by members at the last meeting.
4. Explain that each person is to choose a behavior to work on or to change IN THE GROUP. Such behaviors could include active listening, refraining from interrupting, encouraging others, keeping eye contact, participating in the group, etc. Also, the group must decide on a reinforcer, something that all can work toward. Pass out the contract forms and allow discussion until each person has chosen a behavior to change and the group has decided on a group reinforcer (it might be well for you to have some suggestions such as game playing and access to the gym, etc.) If the group wants you to do something, you must be included in the contract too.
5. When behaviors have been agreed upon and the reinforcer chosen, students must decide on the number of times they will be allowed for completion of that number of behaviors. (Initially, it is suggested that a very reasonable number of behavior performances (say five) be required in a period of just a few minutes. Someone needs to keep time.)
6. Group members should fill out their contract and a short practice session, including reward (don't forget to specify the time for this too) may be conducted.

Leader: Be prepared to discuss ways members may help each other meet their parts of the group contract.

Sample

GROUP CONTRACT FORM

I, _____ agree to _____ ___ times in ___ minutes.
Member

I, _____ agree to _____ ___ times in ___ minutes.
Member

I, _____ agree to _____ ___ times in ___ minutes.
Member

I, _____ agree to _____ ___ times in ___ minutes.
Member

I, _____ agree to _____ ___ times in ___ minutes.
Member

I, _____ agree to _____ ___ times in ___ minutes.
Member

We understand that when each of us completes his/her agreement, helping others complete theirs is expected. We understand that if each of us completes his/her contract within the time agreed upon, we may all _____.

I, _____, agree to provide a group reward which the group will choose
Group Leader
when all have completed their contracts within the stated time. The duration of the reward time is _____ minutes.

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Seminar III

Group Meeting 3

One On One

Seminar III CHANGING BEHAVIOR Group Meeting 4

Goal: C. Individuals will develop skill in writing behavior change contracts with groups, with another individual, and for self.

Developmental Objective: C.2.3. Individuals will demonstrate ways to write behavior change contracts with another individual.

Performance Objective:

a. Individuals will determine whether they will take on the roles of contractees or contractors in a behavior change contract with another individual.
b. Individuals are able to identify a specific behavior to be changed and write that as part of a behavior change contract with another individual.
c. Individuals are able to identify specific reinforcers and write those as parts of a behavior change contract with another individual.
d. Individuals are able to set specific frequency limits and time limits and write those as parts of a behavior change contract with another individual.
e. Individuals are able to set periodic contract review sessions and write those as part of a behavior change contract with another individual.
f. Individuals are able to successfully carry out, either as contractees or contractors, the terms of the behavior change contract written.

Materials and Resources:

1) agreed upon reward for group contract completion from last meeting
2) have the contracts handy in case someone forgets the limits of his/her agreement
3) timer or someone to keep time
4) Contract-making Kit (at the end of this plan)

Procedure:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I and the encouragement skills learned in Seminar II during ANY discussion of interpersonal interaction.

1. Carry out the behavior change contract made with the group at the last meeting. This should require no more than 15 minutes.
2. Have each person decide whether to be a contractor or contractee in writing a behavior change contract.
3. Pass out the Contract-making Kit to each pair of students. Explain the contract making process step by step and assign the students to prepare a contract and carry it through in the next week to ten days. That is, the contract they make needs to be a short-term contract.

Adaptations: If group members show sufficient understanding of and enthusiasm for the contracting idea, the leader may want them to each enter into a contract as a contractor and as a contractee. Slower students may need to meet in pairs with the leader for guidance in constructing contracts.

Evaluations: Evaluation of the material in this lesson will be in the successful completion of the contract by both contractor and contractee.

Contract-Making Kit

Needed: One contractor or person who agrees to help another person make a contract to change behavior or do something he/she wants to do.

One contractee or person who wants to make a contract to change behavior or do something he/she wants to do.

Steps to follow:

1. Choose a task, behavior, or activity that the contractee wants or needs to do in order to be more effective or to get along better etc. Be very specific.

2. Choose a reward. The Self-Reinforcer Identification Sheet or the Interview Format from Seminar III, Group Meeting 2, might be useful in identifying the reward for the contractee.

3. Write the contract using one of the sample forms found in this Kit.

4. Follow these rules if you want to succeed in contracting:

   a. Take time to write the contract down; that way no one can claim lack of understanding and it will help both contractor and contractee remember what was agreed to.

   b. Be VERY SPECIFIC: Check here

	Yes	No
Contracted Behavior agreed to?		
Who?	___	___
What?	___	___
When?	___	___
How well?	___	___
Are exceptions stated?	___	___
Reward agreed to?		
Who?	___	___
What?	___	___
When?	___	___
How much?	___	___
Review date set?	___	___

c. The contract should be stated in terms of If Joe does this, he gets this. NOT If Joe does not do this, he does not have to stay in on Friday night.

d. The reward should be fair and should be given on time.

e. Both the contractor and the contractee should only sign the contract IF they are certain they can deliver what is promised.

f. If the contract is not working, CHANGE IT!

Good Luck!

CONTRACT

(I/We), _____, hereby declare that
(who)

(I/We) will _____
(does what)

_____

This job will be considered successful _____

_____
(how well)

_____
(signed)

For the successful completion of the above job you may _____
(reward)

_____

Date Signed _____

Review Date _____

Date Completed _____ _____
(signed)

CONTRACT

TASK	REWARD
Who: _____	Who: _____
What: _____	What: _____
When: _____	When: _____
How Well: _____	How Much: _____
_____	_____
_____	_____

Sign Here: _____ Date: _____

Sign Here: _____ Date: _____

Review Date _____

TASK RECORD

Me, Myself and I

Seminar III — Group Meeting 5

Goal: C. Individuals will develop skill in writing behavior change contracts with groups, with another individual, and for self.

Developmental Objective: C.3.3. Individuals will demonstrate ways to write behavior change contracts for themselves.

Performance Objective:

a. Individuals are able to identify a specific behavior to be changed and write that as part of a behavior change contract for themselves.
b. Individuals are able to identify specific reinforcers and write those as parts of a behavior change contract for themselves.
c. Individuals are able to set specific frequency limits and time limits and write those as parts of a behavior change contract for themselves.
d. Individuals are able to set periodic contract reviews and write those as parts of a behavior change contract for themselves.
e. Individuals are able to successfully carry out the terms of the behavior change contract written for themselves.

Materials and Resources:

1) agreed upon reward for group contract completion from Meeting 3
2) have the contracts handy in case someone forgets the limits of his/her agreement
3) timer or someone to keep time
4) forms for Self Contracting Form (found at the end of this plan)

Procedure:

> Leader: Be certain to encourage the members to use the communications skills learned in Seminar I and the encouragement skills learned in Seminar II during ANY discussion of interpersonal interaction.

1. Carry out the behavior change contract made with the group at the last meeting.
2. Discuss any problems members may be having in making or keeping contracts made with each other on a one to one basis.
3. Discuss writing a contract with oneself. Include the components of contracting that are stated in the performance objectives above.
4. Pass out the Self-Contracting Forms and assist students in filling them out as they need help. This self-contract must be very short range since it should be completed by the next group meeting.

Seminar III

Group Meeting 5

Sample
Self Contract

Date March 1

Self Jack

Other Mark (brother)

My Goal to decide on my own food in restaurants

AGREEMENT

Self: I agree to order my own food each time I go to a restaurant this week.

Others: I, Mark, agree to watch Jack order his food every time we eat out this week. I will write Jack a nice note telling him he did a good job.

CONSEQUENCES

Provided by Self: I can attend the antique Auto show with my friend Sam.
(If this contract is kept.)

(If this contract is broken.) I will stay home and clean the basement on the day of the show.

Provided by Others: The Family and Mark

(If this contract is kept.) He will take Jack to his favorite dessert shop for any treat he wants.

(If this contract is broken.) He will go to the dessert shop while Jack stays home cleaning the basement.

Review Date: end of week

Signed Jack

Witness Mark

Seminar III Group Meeting 5

Self Contract

Date _____

Self _____

Other _____

My Goal _____

AGREEMENT

Self: _____

_____

_____

_____

Others: _____

_____

_____

CONSEQUENCES

Provided by Self: _____
(If this contract is kept.)

_____

(If this contract is broken.) _____

_____

Provided by Others: _____

(If this contract is kept.) _____

_____

(If this contract is broken.) _____

_____

Review Date: _____ Signed _____

Witness _____

Summing Up

Seminar III — Group Meeting 6

Goal: Final Evaluation.

Materials and Resources:
1) agreed upon reward for group contract completion from Meeting 3
2) the group contract
3) timer or someone to keep time
4) Self Contracts from the last meeting
5) the evaluation form for Seminar III found at the end of this plan, two for each member

Procedure:
1. Pass out the evaluation form for Seminar III. Have each group member fill it out on him/herself.
2. Have each group member report on Self Contracts made at the last meeting.
3. Pass out another evaluation form. Have the group rate each member on each item. Have the member record the concensus on his/her sheet.
4. If time allows, carry out the group contract.

Adaptations: You may want to limit the evaluation to one form or the other, self or group.

Seminar III

Group Meeting 6

RATING SCALE FOR CHANGING BEHAVIOR

Directions: You are going to rate what you do and how you act with other people. Use the rating scale below. Write your rating number for each item in the box to the right of the item.

Rating Scale

Always	Often	Sometimes	Now and Then	Never
5	4	3	2	1

	ITEM	RATING
1.	I can name someone else's useless or ineffective behavior.	
2.	I can count the number of times someone acts that way.	
3.	I can make a baseline chart of the behavior I counted.	
4.	I can name one useless behavior of my own.	
5.	I can count the number of times I do that useless behavior.	
6.	I can make a baseline chart of my own useless behavior.	
7.	I can name a useful behavior that the other person cannot do at the same time as he/she does the useless behavior.	
8.	I can find out what a person will work for or what is a reward to him/her by watching that person.	

9. I can interview a person to find out what is a reward for that person. ☐

10. I can label a reward as a concrete reinforcer or as an encouragement reinforcer. ☐

11. I can name at least 10 things that are rewards for me. ☐

12. I can name a specific behavior I want to change. ☐

13. I can help a group decide on a group reward. ☐

14. I can write ways in which I can help another person reach his/her goal of behavior change. ☐

15. I can include the number of times and the period of time over which a behavior change contract is to be written. ☐

16. I can include a periodic contract review in a behavior change contract. ☐

17. I can carry out a behavior change contract I have entered into as contractor or contractee. ☐

18. I can write a behavior change contract for myself. ☐

19. I can successfully carry out a behavior change contract with myself. ☐

APPENDIX I

Organizational Frameworks

Language/Cognitive Organizers
Cultural Competence and Behavioral Indicators

LANGUAGE-COGNITIVE ORGANIZERS

Language Cognitive Organizers: These psychological education Seminars, in order to ensure developmental soundness, have been organized using the Taxonomy of Educational Objectives edited by Benjamin Bloom and using the work of Jean Piaget on cognitive development.

Briefly, the Bloom Taxonomy is organized into six heirarchical levels of cognitive (as opposed to affective or emotional) learning:

I. Knowledge

II. Comprehension

III. Application

IV. Analysis

V. Synthesis

VI. Evaluation

Only the first three of these are used in this level of the psychological educational program.

Awareness is the term used in the Developmental Objectives to denote the Knowledge stage of learning. Such behavioral terms as define, describe, identify, know, list, and recognize are used in the Competencies of the Developmental Objectives at the Knowledge stage. Knowledge as defined here includes those behaviors

> (...) which emphasize the remembering either by recognition or recall, of ideas, material, or phenomena. The behavior expected of the student in the recall situation is very similar to the behavior he was expected to have during the original learning

situation. (...) The process of relating and judging is also involved to the extent that the student is expected to answer questions or problems which posed in a different form in the evaluation situation than in the original learning situation. (Bloom, 1956, p. 62).

1. Define: explain the nature of something or make the meaning of something clear through statement or discussion.
2. Describe: tell in words how a person looks, feels, or acts; or how a place, a thing, or an event looks.
3. Identify: recognize as being a particular person or thing; prove to be the same as something else.
4. List: orally or in writing, relate a series of names, numbers, words or phrases.

Understand is the term used in the Developmental Objectives to denote the Comprehension stage of learning. Such behavioral terms as compare, contrast, explain, give examples, illustrate, interpret, and match are used in the Performance Objectives of the Developmental Objectives at the Comprehension stage.

(Comprehension:) That is, when students are confronted with a communication, they are expected to know what is being communicated and to be able to make some use of the material or ideas contained in it. The communication may be in oral or written form, as well as materials embodied on paper.

Although the term comprehension has been frequently associated with reading, e.g., reading comprehension, the use to which it is being put here is a somewhat broader one, in that it is related to a greater variety of communications than that encompassed by written verbal materials. (....), comprehension (though) is not made synonymous with complete understanding or even with the fullest grasp of a message. Here we are using the term "comprehension" to include those objectives, behaviors, or responses which represent an understanding of the literal message contained in a communication (Bloom, 1956, p. 89).

Definitions

1. Compare: find out or point out how persons or things are alike and how they are different.
2. Contrast: show differences when compared or put side by side.
3. Explain: make plain or clear; tell the meaning of; tell how to do; state the cause of; give reason for.
4. Give Examples: make clear through appropriate stories or comparisons.
5. Match: find the equal of or one exactly like another.

Demonstrate is the term used in the Developmental Objectives to denote the Application stage of learning. Such behavioral terms as identify, specify, and explain are used in the performance object-

ives of the Developmental Objectives at the Application Level.

The Application level is defined as:

> Given a problem new to the student, he will apply the appropriate abstraction without having to be prompted as to which abstraction is correct or without having to be shown how to use it in that situation. (Bloom, p. 120)

To ensure the appropriateness of the material to be learned by the children in the psychological education program, the work of Jean Piaget was consulted:

> Piaget distinguishes four stages of intelligence: first the sensorimotor period before the appearance of language; second, from about two to seven years of age, the pre-operational period which precedes real operations; third, the period from seven to 12 years of age, a period of concrete operations; and finally, after 12 years of age, the period of formal or "propositional" operations. (Madgil and Madgil, 1976, P. 36)

The sensorimotor stage is characterized by progression from a starting point of reflex motor activity to organized motor activity that allows increasing mastery of the environment. This stage is predicated mainly on actions, movements, and perceptions without words.

The pre-operational stage is characterized by symbolic activity. The child develops the ability to symoblize and to use language.

Logic is not used but rather the child reacts to the way things appear. During the first part of this stage, ages two to four years, the child is not yet able to form concepts. The second part of this stage is characterized by increased complexity of thought.

The stage of concrete operations is characterized by the ability of the child to follow successive stages in thought through detours and reversals at a concrete, not yet abstract, level. Logic and causality become important in thought and allow the child to classify information. Actions are internalized and are integrated to form general systems.

The stage of formal operations is characterized by the development of formal abstract thought operations and reasoning not only on the basis of objects but also on the basis of hypothesis.
(The major source for these definitions is Madgil and Madgil, 1976.)

The psychological education program presented here is designed to be used with children aged nine to 12 years. These children are mainly in the Piagetian stage of concrete operations and, by Piaget's definition, would be capable of attaining knowledge, comprehension, application, and some analysis of the material and skills presented in the three Seminars.

Cultural Competence and Behavioral Indicators

The concept of cultural competence (Ivey, 1977) is central to the notion of psychological education as it is developed in this Leader's Guide for Psychological Education Groups. According to Ivey, the person who is able to relate with self, others, and society is the individual who has "cultural expertise" (Ivey, 1977, p. 297). His model provides a way of measuring the effects of psychological education on individuals as well as a taxonomy of skills necessary to the culturally competent person. An outline of the Ivey Taxonomy of the Effective Individual follows:

1. Basic Skills of a Culture.

   These are necessary for minimum operation in a given culture and include such behaviors as eye contact, body language, voice tone and speech rate.

2. Communication Skills.

   The person who is fully active will be able to listen to others and influence their behavior. He/she can also use these skills, listening and influence, on him/herself.

3. Qualitative Skills.

   The quality of the use of the various listening and influencing skills may be determined.

4. Focus Skills.

   Focus refers to the subject of a sentence. Effective persons may use such subjects, as self, other, a topic, a group, etc., in their communications.

The behavioral indicators of achievement of a <u>minimal</u> level of

functioning in the areas of cultural expertise are defined below. The definitions are closely related to the level three responses of some of the Scales for Assessment of Interpersonal Functioning found in appendix B of Carkhuff, 1969.

1. Empathy: Individuals are able to give back the meaning and emotion of another's message in their own words.

2. Genuineness: Individuals are able to attend to and respond appropriately to another's message.

3. Respect: Individuals are able to convey a positive regard for another through body posture, facial expression and verbal communication.

4. Concreteness: Individuals are able to encourage another person to speak in specific terms about feelings and concerns.

5. Self-Disclosure: Individuals are able to add personal information of interest to another in keeping with the topic at hand.

6. Confrontation: Individuals are able to recognize and question discrepancies in another's message or behavior.

7. Immediacy: Individuals are able to recognize the current dynamics between themselves and another person.

8. Self-Exploration: Individuals are able to introduce appropriate personal material that may lead to new understanding of their feelings, their world, or themselves.

9. Concrete course of action: Individuals are able to write a behavior contract to either change their own or another's behavior.

10. Integration and facilitation: Individuals are able to use all of the behaviors in one through nine above to

a) become personally productive and creative, i.e. become culturally competent and

b) to help others increase their effectiveness as people.

APPENDIX II

Goals and Objectives

Seminar I: Communication Training
Seminar II: Understanding Behavior
Seminar III: Changing Behavior

SEMINAR I: COMMUNICATION TRAINING

A. Individuals will develop basic cultural skills necessary to effective communication.

Knowledge Level

1.1 Individuals will be aware of appropriate physical behavior necessary to effective communication in a group.

a. Individuals are able to define physical behavior.
b. Individuals are able to recognize appropriate voice levels in a classroom and on a playground.
c. Individuals are able to recognize appropriate speech rate in a group.

Comprehension Level

1.2 Individuals will understand appropriate physical behavior necessary to effective communication in a group.

a. Individuals are able to provide examples of appropriate physical behavior in a group.
b. Individuals are able to interpret physical behavior as appropriate or inappropriate in an example situation.

Application Level

1.3 Individuals will demonstrate appropriate physical behavior necessary to effective communication in a group.

a. Individuals are able to use appropriate voice level in a variety of group situations.
b. Individuals are able to use appropriate speech rate in a variety of group situations.
c. Individuals are able to use appropriate physical posture necessary for effective communication in a group.

Knowledge Level

2.1 Individuals will be aware of ways of attending and responding in a group situation.

a. Individuals are able to name ways of attending in a group situation.
b. Individuals are able to name ways of responding in a group situation.

c. Individuals are able to recognize when they or someone else is attending to a speaker in a group situation.
d. Individuals are able to recognize when someone is maintaining eye contact with them.
e. Individuals are able to recognize when they are maintaining eye contact with someone else.
f. Individuals are able to recognize body posture that denotes attending.

Comprehension Level 2.2 Individuals will understand ways of attending and responding in a group situation.

a. Individuals are able to provide examples of ways of attending in a group situation.
b. Individuals are able to provide examples of ways of responding in a group situation.
c. Individuals are able to explain the meaning of eye contact in attending during a group situation.
d. Individuals are able to provide examples of physical attending and responding behavior in a group situation.

Application Level 2.3 Individuals will demonstrate ways of attending and responding in a group situation.

a. Individuals are able to use eye contact when speaking to someone and when being spoken to in group interactions.
b. Individuals are able to use attending postures while listening during group interactions.
c. Individuals are able to use appropriate responses during group interactions.

Knowledge Level 3.1 Individuals will be aware of their own response and contribution to group interaction.

a. Individuals are able to define response.
b. Individuals are able to define contribution.
c. Individuals are able to recognize verbal or non-verbal responses they give during group interactions.

d. Individuals are able to recognize a verbal or nonverbal contribution to group interaction.

Comprehension Level 3.2 Individuals will understand their own responses and contributions to group interaction.

a. Individuals are able to provide examples of their own responses to a group situation.
b. Individuals are able to provide examples of their own contributions to group interaction.

Application Level 3.3 Individuals are able to demonstrate responding and contributing during group interactions.

a. Individuals are able to respond appropriately in a variety of group sitations.
b. Individuals contribute positively to group interactions in a variety of group situations.

B. Individuals will develop active listening skills necessary to effective interpersonal interactions.

Knowledge Level 1.1 Individuals will be aware that they can listen to what another person is saying.

a. Individuals are able to define listen.
b. Individuals are able to recognize the basic content of what another person is saying.
c. Individuals are able to recognize when a person has not correctly repeated the content of what another person says.

Comprehension Level 1.2 Individuals will understand that they can listen to what another person is saying.

a. Individuals are able to interpret in their own words the basic content of what another person is saying.
b. Individuals are able to provide examples of situations when a person does not correctly repeat the content of what another person says.

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Application Level	1.3	Individuals will demonstrate that they can listen to what another person is saying.

a. In a variety of situations, individuals are able to repeat the basic content of what another person is saying.
b. In a variety of situations, individuals are able to verbally indicate when a person has not correctly repeated the content of what another person says and what was incorrect in the repetition.

Knowledge Level	2.1	Individuals will be aware that a speaker may express feelings.

a. Individuals are able to identify the speaker in interpersonal interactions.
b. Individuals are able to identify whether a speaker is expressing feelings of being happy or of being upset.
c. Individuals are able to identify whether a speaker is expressing feelings of happiness, sadness, anger, or fear.
d. Individuals are able to identify a variety of words that describe the feelings a speaker may be expressing.

Comprehension Level	2.2	Individuals will understand that a speaker may express feelings.

a. Individuals are able to interpret whether a speaker is expressing feelings of being happy or of being upset.
b. Individuals are able to interpret whether a speaker is expressing feelings of happiness, sadness, anger, or fear.
c. Individuals are able to provide examples of a variety of words that describe the feelings a speaker may be expressing.

Application Level	2.3	Individuals will demonstrate that they can listen for a speaker's feelings.

a. For a variety of situations, individuals are able to indicate 1) whether a speaker is expressing feelings of being happy or being upset and 2) the reasons for their decisions.
b. For a variety of situations, individuals are able to indicate 1) whether a speaker is expressing feelings of happiness, sadness, anger, or fear and 2) the reasons for their decisions.
c. Individuals are able to present a variety of words that describe the feeling a speaker may be expressing.

Knowledge Level 3.1 Individuals will be aware that a speaker may express hidden messages in a communication.

a. Individuals are able to define hidden messages.
b. Individuals are able to recognize when a speaker is sending hidden messages.

Comprehension Level 3.2 Individuals will understand that a speaker may express hidden messages in a communication.

a. Individuals are able to explain what is meant by hidden messages.
b. Individuals are able to provide examples of situations when speakers were expressing hidden messages.

Application Level 3.3 Individuals will demonstrate that they can recognize hidden messages in a speaker's communication.

a. In a variety of situations, individuals are able to indicate when a speaker is sending hidden messages.
b. In a variety of situations, individuals are able to state the hidden message a speaker is sending.

C. Individuals will develop skills in effective verbal expression.

Knowledge Level 1.1 Individuals will be aware of appropriate self-disclosing techniques in interpersonal interactions.

Seminar I

a. Individuals are able to define self-disclosing.
b. Individuals are able to recognize that identification of their feelings is preliminary to self-disclosing techniques.
c. Individuals are able to recognize verbal self-disclosing techniques.
d. Individuals are able to recognize nonverbal self-disclosing techniques.
e. Individuals are able to identify situations where and when it is appropriate to disclose their feelings.

Comprehension Level

1.2 Individuals will understand appropriate self-disclosing techniques in interpersonal interactions.

a. Individuals are able to explain why identification of their feelings is preliminary to self-disclosing techniques.
b. Individuals are able to provide examples of verbal self-disclosing techniques.
c. Individuals are able to provide examples of nonverbal self-disclosing techniques.
d. Individuals are able to provide examples of situations where and when it is appropriate to disclose their feelings.

Application Level

1.3 Individuals will be able to demonstrate appropriate self-disclosing techniques in interpersonal interactions.

a. Individuals are able to identify their own immediate feelings.
b. Individuals are able to appropriately verbalize their immediate feelings in a variety of interpersonal interactions.
c. Individuals are able to indicate their immediate feelings appropriately in a nonverbal manner in a variety of interpersonal interactions.

Knowledge Level

2.1 Individuals will be aware of appropriate techniques for reacting to another's communications and to their own feelings and thoughts in interpersonal interactions.

a. Individuals are able to recognize that stating the feelings of another in their own words is an appropriate reaction technique.
b. Individuals are able to recognize that communicating concern for another's feelings, statements, and uniqueness as a person through integration of body posture and accurate verbal response is an appropriate reaction technique.
c. Individuals are able to recognize that helping others discuss their feelings in concrete ways is an appropriate reaction technique.
d. Individuals are able to recognize that the volunteering of personal information can be an appropriate reaction technique.
e. Individuals are able to recognize that responding in a manner that communicates understanding and respect is an appropriate reaction technique.

Comprehension Level

2.2 Individuals will understand appropriate techniques for reacting to another's communications and to their own feelings and thoughts in interpersonal interactions.

a. Individuals are able to explain why stating the feelings of another in their own words is an appropriate reaction technique.
b. Individuals are able to explain why communicating concern for another's feelings, statements, and uniqueness as a person through integrations of body posture and accurate verbal response is an appropriate reaction technique.
c. Individuals are able to explain why helping others discuss their feelings in concrete ways is an appropriate reaction technique.
d. Individuals are able to explain why the volunteering of personal information can be an appropriate reaction technique.
e. Individuals are able to explain why responding in a manner that communicates understanding and respect is an appropriate reaction technique.

Application Level

2.3 Individuals will demonstrate appropriate techniques for reacting to another's communications and to their own feelings and thoughts in interpersonal interactions.

a. During a variety of interpersonal interactions, individuals are able to state the feelings of another in their own words.
b. During a variety of interpersonal interactions, individuals are able to communicate concern for another's feelings, statements, and uniqueness as a person through integration of body posture and accurate verbal response.
c. During a variety of interpersonal interactions, individuals are able to help others discuss their feelings in concrete ways.
d. During a variety of interpersonal interactions, individuals are able to volunteer personal information.
e. During a variety of interpersonal interactions, individuals are able to respond to a situation and feeling in a manner that communicates understanding and respect.

Knowledge Level

3.1 Individuals will be aware of the basic ability to question or refuse, or challenge another in interpersonal interactions.

a. Individuals are able to recognize that there are times when it is appropriate to question another in terms of "when" and "how".
b. Individuals are able to recognize that there are times when it is appropriate to refuse another's request.
c. Individuals are able to define "I-messages".
d. Individuals are able to recognize that there are times when it is appropriate to challenge another by stating their own feelings and position in the form of an "I-message."

Comprehension Level

3.2 Individuals will understand the basic ability to question or refuse, or challenge another in interpersonal interactions.

a. Individuals are able to provide examples of times when it is appropriate to question another in terms of "when" and "how".

b. During a variety of interpersonal interactions, individuals are able to appropriately refuse another's request.
c. During a variety of interpersonal interactions, individuals are able to appropriately state their own feelings and positions by giving an "I-message" to another.

SEMINAR II: UNDERSTANDING BEHAVIOR

A. Individuals will develop a basis for effective interpersonal skills through learning the basic human affective needs and the beliefs that relate to meeting those needs.

Knowledge Level

1.1 Individuals will be aware of the basic affective needs of themselves and others.

a. Individuals are able to recognize the need to love.
b. Individuals are able to recognize the need to be loved.
c. Individuals are able to recognzie the need of all people to belong and be significant to others.
d. Individuals are able to recognize the need of all people to feel worthwhile and be treated with dignity.

Comprehension Level

1.2 Individuals will understand the basic affective needs of themselves and others.

a. Individuals are able to provide examples of human behaviors which illustrate the need to love.
b. Individuals are able to provide examples of human behaviors which illustrate the need to be loved.
c. Individuals are able to provide examples of human behaviors which illustrate the need to belong and be significant to others.
d. Individuals are able to provide examples of human behaviors which illustrate the need to feel worthwhile and be treated with dignity.

Application Level

1.3 Individuals will demonstrate spontaneous expression and fulfillment seeking of the basic affective needs of self and others during interpersonal interactions.

a. Individuals are able to express love, i.e. empathy, respect, and genuineness in their relationships with others.
b. Individuals are able to receive empathy, respect, and genuineness in their relationships with others.

c. Individuals are able to express their own and other's needs to belong and to be significant to others spontaneously during relationships with others.
d. Individuals are able to express their own and other's needs to feel worthwhile and be treated with dignity spontaneously during relationships with others.

Knowledge Level

2.1 Individuals will be aware of the basic beliefs that relate to the meeting of affective needs through behavior.

a. Individuals are able to recognize the belief that all behavior occurs for a social purpose.
b. Individuals are able to recognize the belief that people are decision-makers.
c. Individuals are able to recognize the belief that all people are equal and deserve mutual respect.
d. Individuals are able to recognize the belief that behavior can be understood by viewing its consequences.

Comprehension Level

2.2 Individuals will understand the basic beliefs that relate to the meeting of affective needs through behavior.

a. Individuals are able to provide examples which illustrate the belief that all behavior occurs for a social purpose.
b. Individuals are able to provide examples which illustrate the belief that people are decision-makers.
c. Individuals are able to provide examples which illustrate the belief that all people are equal and deserve mutual respect.
d. Individuals are able to provide examples which illustrate the belief that behavior can be understood by viewing its consequences.

Application Level

2.3 Individuals will spontaneously demonstrate that they can act on the beliefs that relate to the basic affective needs of selves and others.

a. Individuals are able to spontaneously interact with others as though all behavior occurs for a social purpose (i.e. for the good of all).
b. Individuals are able to spontaneously decide and allow others to make decisions during personal interactions.
c. Individuals are able to expect to be treated with equality and respect by others.
d. Individuals are able to spontaneously view the consequences of behavior as a means of understanding that behavior.

B. Individuals will develop effective interpersonal skills through learning the goals of behavior.

Knowledge Level

1.1 Individuals will be aware of the goals of misbehavior.

a. Individuals are able to recognize the four goals of misbehavior.
b. Individuals are able to recognize the mistaken beliefs associated with the four goals of misbehavior.
c. Individuals are able to recognize how others usually react and feel as a consequence of another's misbehavior.
d. Individuals are able to recognize more productive ways to respond to misbehavior.

Comprehension Level

1.2 Individuals will understand the goals of misbehavior.

a. Individuals are able to provide examples of the four goals of misbehavior.
b. Individuals are able to explain the mistaken beliefs associated with the four goals of misbehavior.
c. Individuals are able to provide examples of how others usually react and feel as a consequence of another's misbehavior.

Seminar II

Application Level

1.3 Individuals will demonstrate recognition of the four goals of misbehavior.

a. During interactions in a psychological education group, individuals are able to acknowledge another's goal of misbehavior and the mistaken belief associated with it.
b. During interaction in a psychological education group, individuals are able to acknowledge their own goals of misbehavior and the mistaken beliefs associated with them.
c. Individuals are able to resist reacting as expected to other's misbehavior and respond in a productive manner.

Knowledge Level

2.1 Individuals will be aware of the goals of positive behavior.

a. Individuals are able to recognize the four goals of positive behavior.
b. Individuals are able to recognize the beliefs associated with the four goals of positive behavior.
c. Individuals are able to recognize how others usually react and feel as a consequence of another's positive behavior.
d. Individuals are able to recognize ways of encouraging positive behavior.

Comprehension Level

2.2 Individuals will understand the goals of positive behavior.

a. Individuals are able to provide examples of the four goals of positive behavior.
b. Individuals are able to explain the beliefs associated with the four goals of positive behavior.
c. Individuals are able to provide examples of how others usually react and feel as a consequence of another's positive behavior.

d. Individuals are able to provide examples of ways to encourage positive behavior.

Application Level

2.3 Individuals will demonstrate recognition of the four goals of positive behavior.

a. During interaction with others, individuals are able to acknowledge another's positive behavior and the belief associated with it.
b. During interaction with others, individuals are able to acknowledge their own goals of positive behavior and the beliefs associated with them.
c. Individuals are able to predict how they or others will react to positive behavior.
d. Individuals are able to encourage positive behavior in others.

Knowledge Level

3.1 Individuals will be aware of the uses of encouragement in effective interpersonal interactions.

a. Individuals are able to define encouragement.
b. Individuals are able to recognize situations where encouragement is used by others.
c. Individuals can name ways of encouraging.

Comprehension Level

3.2 Individuals will understand the uses of encouragement in effective interpersonal interactions.

a. Individuals are able to explain encouragement in terms of ways of encouraging others and reasons for encouraging others.
b. Individuals are able to provide examples of situations where encouragement is used by others.
c. Individuals are able to provide examples of ways of encouraging others.

Application Level

3.3 Individuals will demonstrate the uses of encouragement in effective interpersonal interactions.

a. Individuals are able to spontaneously encourage others.
b. Individuals are able to acknowledge encouragement from others.

SEMINAR III: CHANGING BEHAVIOR

A. Individuals will develop basic skill in identifying ineffective behaviors and more effective behaviors to replace them both in selves and in others.

Knowledge Level

1.1 Individuals will be aware of ways to indentify ineffective behavior.

a. Individuals are able to define ineffective behavior as behavior that elicits feelings of annoyance, anger, a need to get even, hopelessness or wanting to give up.
b. Individuals are able to recognize ineffective behavior.
c. Individuals are able to define a baseline chart as a picture graph of the number of times someone performs a specific ineffective behavior.
d. Individuals are able to recognize a baseline chart when they see one.

Comprehension Level

1.2 Individuals will understand ways to identify ineffective behavior.

a. Individuals are able to explain how to determine when a behavior is ineffective.
b. Individuals are able to provide examples of ineffective behaviors.
c. Individuals are able to explain how to create a baseline chart.
d. Individuals are able to provide examples of hypothetical baseline charts.

Application Level

1.3 Individuals will demonstrate ways to identify ineffective behavior.

a. Individuals are able to pinpoint specific ineffective behaviors that others perform.
b. Individuals are able to count the number of times another person performs a specific ineffective behavior.
c. Individuals are able to create a baseline chart, graphing the number of times another person performs a specific ineffective behavior.

d. Individuals are able to pinpoint specific ineffective behaviors which they themselves perform.
e. Individuals are able to count the number of times they perform a specific ineffective behavior.
f. Individuals are able to create a baseline chart, graphing the number of times their own ineffective behavior occurs.

Knowledge Level

2.1 Individuals will be aware of more effective behaviors to replace ineffective ones.

a. Individuals are able to identify an ineffective behavior.
b. Individuals are able to identify a more effective behavior that is incompatable with an ineffective behavior.

Comprehension Level

2.2 Individuals will understand more effective behaviors to replace ineffective ones.

a. Individuals are able to provide examples of ineffective behaviors.
b. Individuals are able to provide examples of more effective behaviors that are incompatable with the ineffective behaviors.

Application Level

2.3 Individuals will demonstrate identification of more effective behaviors to replace ineffective ones.

a. Individuals are able to pinpoint specific ineffective behaviors in others and themselves.
b. Individuals are able to specify more effective behaviors that are incompatable with ineffective behaviors in others and themselves.

B. Individuals will develop skill in identifying specific reinforcers for selves and others.

Knowledge Level

1.1 Individuals will be aware of ways of identifying specific reinforcers for others.

a. Individuals are able to define reinforcers as things, activities, positive interactions, and feelings of worth and esteem that encourage a person to repeat a specific behavior.
b. Individuals are able to recognize the two types of reinforcers:
   1) concrete (i.e., tokens, food, toys, activities, etc.).
   2) encouragement (i.e., focusing on assets and strengths to build self-confidence and self-esteem.)
c. Individuals are able to recognize that observing is a way of identifying reinforcers.
d. Individuals are able to recognize that interviewing is a way of identifying reinforcers.

Comprehension Level

1.2 Individuals will understand ways of identifying specific reinforcers for others.

a. Individuals are able to provide examples of reinforcers.
b. Individuals are able to explain that there are two types of reinforcers:
   1) concrete (i.e., tokens, food, toys, activities, etc.)
   2) encouragement (i.e., focusing on assets and strengths to build self-confidence and self-esteem.)
c. Individuals are able to provide examples of observation as a way of identifying reinforcers.
d. Individuals are able to provide examples of interviewing as a way of identifying reinforcers.

Application Level

1.3 Individuals will demonstrate ways of identifying specific reinforcers for others.

a. Individuals are able to observe others as a means of identifying their reinforcers.
b. Individuals are able to interview others as a means of identifying their reinforcers.
c. Having a list of specific reinforcers for another person, individuals are able to divide the reinforcers into two categories: 1) concrete reinforcers and 2) encouragement reinforcers.

Seminar III

Knowledge Level

2.1 Individuals will be aware of ways of identifying specific reinforcers for themselves.

a. Individuals are able to recognize that writing down things they like, things they do, and things they like others to do for them are ways of identifying reinforcers.
b. Individuals are able to recognize that their own reinforcers can be identified by asking others to observe them.

Comprehension Level

2.2 Individuals will understand ways of identifying specific reinforcers for themselves.

a. Individuals are able to provide examples of ways they can identify their own reinforcers. (i.e. writing down things they like, things they do, and things they like other to do for them.)
b. Individuals are able to provide examples of observation by others as a means of identifying their own reinforcers.

Application Level

2.3 Individuals will demonstrate ways of identifying specific reinforcers for themselves.

a. Individuals are able to identify their own reinforcers by writing down things they like, things they do, and things they like others to do for them.
b. Individuals are able to ask others to observe them as a means of identifying their own reinforcers.

C. Individuals will develop skill in writing behavior change contracts with groups, with another individual, and for self.

Knowledge Level

1.1 Individuals will be aware of ways to write behavior change contracts with groups.

a. Individuals are able to recognize that identifying a specific personal behavior to be changed is part of writing a behavior change contract with a group.

b. Individuals are able to recognize that helping to identify a specific group reinforcer is part of writing a behavior change contract with a group.
c. Individuals are able to recognize that helping others reach their goals is part of writing a behavior change contract with a group.
d. Individuals are able to recognize that setting specific frequency limits and time limits are parts of writing a behavior change contract with a group.

Comprehension Level

1.2 Individuals will understand ways to write behavior change contracts with groups.

a. Individuals are able to explain why identification of a specific personal behavior is an important part of writing a behavior change contract with a group.
b. Individuals are able to explain why identification of a specific group reinforcer is an important part of writing a behavior change contract with a group.
c. Individuals are able to explain why helping others reach their goals is an important part of writing a behavior change contract with a group.
d. Individuals are able to explain why setting specific frequency limits and time limits are important parts of writing a behavior change contract with a group.

Application Level

1.3 Individuals will demonstrate ways to write behavior change contracts with groups.

a. Individuals are able to identify a specific personal behavior to be changed and write that as part of a behavior change contract with a group.
b. Individuals are able to pinpoint a specific group reinforcer and write that as part of a behavior change contract with a group.

c. Individuals are able to specify how they can help others reach their goals and write that as part of a behavior change contract with a group.
d. Individuals are able to set specific frequency limits and time limits and write those as parts of a behavior change contract with a group.
e. Individuals are able to successfully carry out the terms of the behavior change contract written.

Knowledge Level

2.1 Individuals will be aware of ways to write behavior change contracts with another individual.

a. Individuals are able to recognize that they may take part in a behavior change contract with another individual in one of two ways: 1) as contractees who are changing behaviors or 2) as the contractors who are reinforcing another's behavior change.
b. Individuals are able to recognize that identifying a specific behavior to be changed is part of writing a behavior change contract with another individual.
c. Individuals are able to recognize that the identification of specific reinforcers is part of writing a behavior change contract with another individual.
d. Individuals are able to recognize that setting specific frequency limits and time limits are parts of writing a behavior change contract with another individual.
e. Individuals are able to recognize that the setting of periodic contract review sessions is part of writing a behavior change contract with another individual.

Comprehension Level

2.2 Individuals will understand ways to write behavior change contracts with another individual.

a. Individuals are able to provide examples of the two different ways they might take part in a

behavior change contract with another individual:
1) as contractees who are changing behaviors or
2) as the contractors who are reinforcing another's behavior change.

b. Individuals are able to explain why identification of a specific behavior to be changed is an important part of writing a behavior change contract with another individual.
c. Individuals are able to explain why identification of specific reinforcers is an important part of writing a behavior change contract with another individual.
d. Individuals are able to explain why setting specific frequency limits and time limits are important parts of writing a behavior change contract with another individual.
e. Individuals are able to explain why setting periodic contract review sessions is an important part of writing a behavior change contract with another individual.

Application Level

2.3 Individuals will demonstrate ways to write behavior change contracts with another individual.

a. Individuals will determine whether they will take on the roles of contractees or contractors in a behavior change contract with another individual.
b. Individuals are able to identify a specific behavior to be changed and write that as part of a behavior change contract with another individual.
c. Individuals are able to identify specific reinforcers and write those as parts of a behavior change contract with another individual.
d. Individuals are able to set specific frequency limits and time limits and write those as parts of a behavior change contract with another individual.
e. Individuals are able to set periodic contract review sessions and write those as part of a behavior change contract with another individual.

f. Individuals are able to successfully carry out, either as contractees or contractors, the terms of the behavior change contract written.

Knowledge Level

3.1 Individuals will be aware of ways to write behavior change contracts for themselves.

a. Individuals are able to recognize that identifying a specific personal behavior to be changed is part of writing a behavior change contract for themselves.
b. Individuals are able to recognize that the identification of specific reinforcers is part of writing a behavior change contract for themselves.
c. Individuals are able to recognize that setting specific frequency limits and time limits are parts of writing a behavior change contract for themselves.
d. Individuals are able to recognize that the setting of periodic contract review is part of writing a behavior change contract for themselves.

Comprehension Level

3.2 Individuals will understand ways to write behavior change contracts for themselves.

a. Individuals are able to explain why identification of a specific personal behavior to be changed is an important part of writing a behavior change contract for themselves.
b. Individuals are able to explain why the identification of specific reinforcers is an important part of writing a behavior change contract for themselves.
c. Individuals are able to explain why setting specific frequency limits and time limits are important parts of writing a behavior change contract for themselves.
d. Individuals are able to explain why setting periodic contract reviews is an important part of writing a behavior change contract for themselves.

Application Level

3.3 Individuals will demonstrate ways to write behavior change contracts for themselves.

Seminar III

a. Individuals are able to identify a specific behavior to be changed and write that as part of a behavior change contract for themselves.
b. Individuals are able to identify specific reinforcers and write those as parts of a behavior change contract for themselves.
c. Individuals are able to set specific frequency limits and time limits and write those as parts of a behavior change contract for themselves.
d. Individuals are able to set periodic contract reviews and write those as parts of a behavior change contract for themselves.
e. Individuals are able to successfully carry out the terms of the behavior change contract written for themselves.

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